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ABSTRACT

This book consists of eleven papers presented at the 1974 Central States Conference on the Teaching of Foreign Languages. The papers are intended to be representative of the spirit, content, and theme of the Conference: "Foreign Language Teaching: A Kaleidoscopic Perspective." The underlying theme deals with a question that concerns many language teachers today: how to make the foreign language curriculum relevant to the present generation of students. The following papers are included in the volume: (1) "Humanism in the Classroom: A Dramatic Proposal," by Genelle Morain: (2) "The Making of a Precedent: Foreign Language Education and the American Bicentennial," by Howard B. Altman; (3) "Talking with My Son: An Example of Communicative Competence," by Sandra J. Savignon (not included in the filmed version, available as ED 090 794); (4) "Careers for Our Foriegn Language Graduates," by Barbara Rolland; (5) "Capturing Student Interest with Visuals," by Jermaine D. Arendt; (6) "Fifteen-Year-Old Students Can Do Cross-Cultural Research: Basic Inquiry Strategies and Exercises for Teachers and Pupils," by Frederick L. Jenks; (7) "Building Better Bridges in a Kaleidoscopic Society," by Arno G. Preller; (8) "Los Olvidados: Meeting Bilingual Education Student Needs at the Secondary School Level," by Anthony Gradisnik; (9) "Variety in the Advanced Spanish Class: Emphasis on Art, Music and Drama," by George Giannetti; (10) Creating Climates for Growth - Inservice Training," by Sue Reynolds (not included in the filmed version, available as ED 013 989); and (11) "Martial's 'Portraits' of Roman Women: Roman Noses, Warts, and All," by Lorraine A. Strasheim. (CFM)

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CENTRAL STATES

Report of Central States Conference on Foreign Language Education

ED 134024

Careers, Communication & Cultur

in Foreign La Teaching

A Guide for Building the Modern Curriculum

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Careers, Communication & Culture
in Foreign Language Teaching

A Guide for Building the Modern Curriculum
Selected Papers from the 1974 Central States Conference

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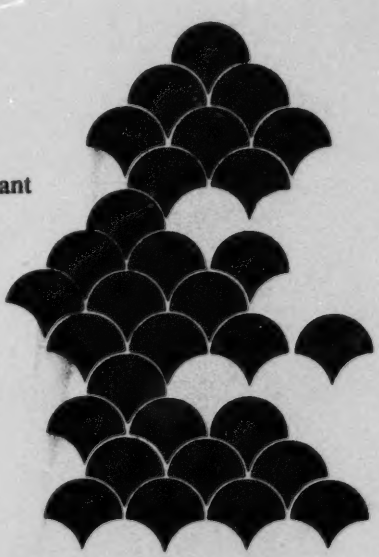

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KEY TO ABBREVIATIONS

Conference Chairman	Conf. Chrm.
Vice-Chairman	Vice-Chrm.
Editor	Ed.
Directors, Board of	Dir.
Incorporator	Inc.
Executive Secretary	Exec. Secy.
Local Chairman	Local Chrm.
University	Univ.
Department	Dept.

Preface

The theme for this year's Central States Conference—"Foreign Language Teaching: A Kaleidoscopic Perspective"—was selected because I believe that a discipline which has not been examined, evaluated, and constructively criticized at regular intervals is a dead discipline and may soon become a fossil. Indeed, with this in mind, one can assert that the teaching of foreign languages is alive, even though, in some spots of our nation, it has shown a slight decrease in student enrollment.

This is why, once more, at the coming of spring, the Central States Conference on Foreign Language Education has chosen to look at our profession by enclosing all facets of language teaching in a kaleidoscope, and to look at them as if they were the little bits of glass or beads continually changing their relative designs and reflections in the several mirrors of a kaleidoscope. By looking at the various patterns of language teaching, experts in the field, as well as experts outside, can enlighten our view and broaden our horizons so that our philosophies and techniques may keep abreast and adapt themselves with the actual progress of the world around us.

Yes, the world is changing, our students, too, and we in the profession cannot but profit by looking outside of our field and harmonizing our teaching to our total environment. Certain elements of that environment are currently receiving special attention among foreign language educators. The title of this year's book, *Careers, Communication, and Culture in Foreign Language Teaching*, identifies several of the main themes presently receiving emphasis. That is, foreign language teachers must learn to relate to other fields of endeavor, to communicate beyond the limits of their own discipline, and to apply new modes of dealing with the realities of other cultures.

In that spirit of openmindedness and unselfish communication, let us lend an ear and react to leaders in all fields. Through this exchange of

ideas we can look forward to a resurrection of language teaching in a new, up-to-date perspective, an angle encompassing an always broader horizon. It is my hope that a rejuvenation of our philosophy and techniques will make, once more, foreign languages accessible to *all* and will satisfy the specific needs of the many kinds of individuals who are the components of our American Society.

JACQUELINE C. ELLIOTT
Chairperson, C.S.C. 1974

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Introduction

Frank M. Grittner
Wisconsin Department of Public Instruction

An Historical Note

In the spring of 1974 the Central States Conference on the Teaching of Foreign Languages returned to Milwaukee, thereby beginning the second "cycle" of meetings for the Conference which first convened in that city in 1969. Since that time the Conference has met in Saint Louis (1970), Detroit (1971), Chicago (1972), and Saint Paul (1973). The basic purpose of the Conference, as conceived by the Board of Directors over the years, has been to make available to foreign language educators throughout the Central States area an annual meeting consisting of general sessions, audiovisual presentations, workshops, small-group discussions, and displays—all relating to current issues in foreign language learning. From the outset, the emphasis has been upon professional social interaction, that is, upon facilitating face-to-face communication between teachers of various languages at all instructional levels. This remains the primary purpose of the Conference. However, through most of the brief history of the Conference, the Board of Directors had not found a satisfactory way of publishing the proceedings. Part of the problem was due to the board's desire not to redirect the focus of the Con-

ference by implying that presenters should "deliver papers" rather than aim at direct communication with participants. Then too, there was the fear that future presenters would hesitate to make use of audio-visuals, panel discussions, group process and other potentially effective approaches to communication if they knew in advance that a "paper" was requested. Thus, in 1973 a compromise approach was implemented under which presenters were *invited* to submit a written version of their remarks if, in their judgment, such a version could be properly developed. The implementation of this procedure resulted in the publication of the first Central States Report entitled *Student Motivation and the Foreign Language Teacher: A Guide for Building the Modern Curriculum* (National Textbook Company, 1973). The same procedure was followed in obtaining chapters for this second volume of selected Central States papers. As before, a number of presenters declined to submit papers on grounds that their part of the program (e.g. audiovisual presentation or panel discussion) could not readily be converted to a written format.

The Focus of the Present Volume

The eleven chapters of the present volume comprise a selection of those papers submitted. (The selection was based upon the judgment of a panel of readers.) The papers are intended to be representative of the spirit, content, and theme of the Conference as organized by the chairperson, Professor Jacqueline Elliott, French Department, University of Tennessee, Knoxville, under the theme: "Foreign Language Teaching: A Kaleidoscopic Perspective." The book focuses upon three topics of current interest to foreign language educators—careers, communication, and culture. As the title indicates, the underlying theme of the book deals with a question that concerns many language teachers today: how to make the foreign language curriculum relevant to the present generation of students.

Motivation and Careers

On the question of motivation the book offers suggestions by Jenks, Moraine, and Savignon regarding techniques for actively involving students in the learning process and in the development of curricular ma-

terials. Arendt and Giannetti emphasize the need to reach the student by selecting relevant material and by means of multisensory instructional approaches, while Rolland stresses the need to identify the many ways in which students (including nonmajors) can make use of a second language in their later life.

Culture

While the topic of culture is touched upon in some way in nearly all the chapters, it is the primary focus of the chapters by Jenks, Moraine, and Gradisnik. Jenks and Moraine offer a rationale for the place of culture in the language program as well as practical suggestions for bringing culture to life in the minds of the students. Gradisnik approaches culture from the standpoint of *los olvidados*—the forgotten ones within our borders for whom a bilingual-bicultural program is now a promising possibility. Gradisnik deals with both the promise and the reality in his chapter which is based upon the program in Milwaukee where bilingual-bicultural education is offered to a large (and growing) percentage of that city's Spanish-speaking population.

Communication

Of all the topics included in this volume, the area of communication might best be described as conforming to the "kaleidoscopic perspective" mentioned in the conference theme. For example, Arno Preller in his address draws upon Stephen Freeman's metaphor in which foreign language study is seen as a potential bridge to communicating with other peoples and other cultures. Altman, on the other hand, urges us to examine critically the claims and statements that have been made regarding the cultural, linguistic, and personal values of foreign language study. He notes that foreign language acquisition is perceived by many people outside the profession as the lowest priority in a long list of learning outcomes. He suggests that we have a pressing need to communicate more with others and that we seek ways to establish the credibility of our profession in the public mind. Reynolds looks at communication within the profession and describes ways of building the self-concept of teachers through inservice efforts which emphasize the affective aspects of learning. Moraine em-

phasizes the social nature of human communication and illustrates ways to capitalize upon it through the use of drama-related techniques. Finally, Savignon takes a hard look at the question of communicative competence as displayed by the "natural" language learner and contrasts it with the traditional pedagogical approach to communication in which linguistic competence has been emphasized.

The chapter by Strasheim deserves to be read, not only by Latin teachers, but by all of us who are concerned with the learning of foreign languages. For, with our present preoccupation with the "now" students, we often forget the importance of utilizing communication from the past. To fail to do so is to subject oneself to a kind of "cultural amnesia." The truism that the past has much to communicate to us today is clearly demonstrated by the content of the Strasheim chapter which, among other things, documents the existence of a "Women's Lib" movement among the ancient Romans. Also included are examples of male chauvinism and the eternal problems of male-female relationships. However, Strasheim does much more than discuss the need to make past material presently relevant; she gives specific examples of how to do it even to the point of providing textual examples and suggesting audiovisual media which might be used. The chapter concentrates on Martial, but the message is clear that there are many other authors from the Roman era to whom we might apply the saying, "They are better read than dead."

This, then, is what the second Report of the Central States Conference on Foreign Language Teaching is basically about. It provides the reader with a broad range of contrasting and even conflicting views on the foreign language curriculum as it relates to the present generation of students. The book contains practical suggestions which one can take back and try out in the classroom. It also contains critical, analytical discussions of existing practices, including the suggestion that major changes in the basic purposes and methods of language may have to be made if the profession is to survive. In short, the book provides a "cross-section" of views relating to the concerns of the foreign language educator today.

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Humanism in the Classroom:
A Dramatic Proposal

Genelle Morain
University of Georgia

As a foreign language teacher, I'm glad our profession has decided it's going to live instead of die. For a while there—a year or so ago—it looked as if we were sponging ourselves right off the Great Blackboard. Foreign language requirements were dropped, enrollments plunged. And the curious thing was that many foreign language teachers seemed content to stand by and let languages disappear from the schools.

It was like the two men playing golf. As they teed up, a funeral procession drove past. One of the duffers dropped his club and held his cap reverently over his heart until the hearse disappeared over the hill. His friend said, "Say, that was an impressive gesture. It shows a lot of human compassion. Did you know who they were burying?" His friend replied, "I sure did. If she'd have made it 'til next Friday, we'd have been married 35 years."

Our romance with foreign languages has lasted a lot longer than 35 years. Fortunately it did not succumb to our recent apathy. There were enough teachers in the profession who weren't willing to stand along the road while the hearse went by. They worked to breathe life into methods and curriculum. They called for a more humanistic approach to language teaching. They devised new ways to make foreign languages relevant to young people.

We've read about these new developments in the journals. We've talked about some of them here at Central States. I'd like to add one more suggestion to the list—another way in which we could help our students move closer to the world. I would urge that we make frequent and systematic use of dramatics in the foreign language classroom.

On the surface we haven't ignored drama completely. If you were going to receive a free ticket to the theatre for every type of drama we've used, you could come up with quite a list in 60 seconds—publishers have given us little skits for beginning levels; advanced classes read Molière and Racine; articles on mini-dramas are available in the journals; even the audiolingual dialogue is a form of drama.

So we *have* used dramatics in the classroom. And maybe that's been our mistake—we've *used* it. With the dialogue, we've used it to teach grammar; with the mini-drama, we've used it to present culture; with Molière, we've used it to teach literature: with skits and playlets, we've used it to jollify the last day before Christmas vacation. In all our "using" we've ignored the very essence of drama. Drama is feeling; drama is communication; drama is being alive. Isn't that what languages are all about?

Let's look for a moment at communication. John MacNamara has emphasized the difference in point of view between teachers and students. Teachers see language as something to be learned for its own sake, while the child sees it mainly as a means of communication.[1] I have been as guilty here as any one. I remember my son's first introduction to French as a 7th grader. He came home from a test, feeling discouraged about the oral part. In my joint role of mother and French teacher, I pounced on him and verbally shook out the details. For his oral question, the teacher had asked, "How many cousins do you have?" Now actually, he has a lot of cousins, scattered from coast to coast on various branches of the family tree. There had been silence while he tallied up the score. Before he could arrive at a final cousin count, the teacher had shrugged, given him a zero, and gone on to the next student. When I heard this, the old French teacher within me elbowed the mother aside. I railed at him, "Well, don't you see? You wasted time counting! Next time say, 'I have two cousins,' or 'I have four cousins.' Just spit the sentence out as fast as you can with *any* number!" My son looked

at me with disgust and said, "What's the point of that? She wanted to know how many cousins I have, and I have 16."

We must encourage our students to use language honestly, or they will lose respect for it as a social tool. "Using language honestly" may seem at odds with my request to add dramatics to the classroom. It is true that an actor creates an unreal world, but at the moment it is real to the players and real to the audience. Emotions are honest in the context of the dramatic frame because drama is action in the present tense.

A student who *reads* about an excursion on the Seine in a sightseeing boat is reading about action that took place at a prior time. It may or may not be an interesting paragraph, but personal involvement is minimal. On the other hand, a student who *acts out* that excursion is living in the present tense. He hears the guide's raucous voice describing the sights along the Left Bank. He sees Notre Dame go sliding by. He smells the fumes from the engine and grins at the German tourists in the seat ahead. They try out their shaky French on him and he responds in kind. The student is using language in the dramatic context which gives it birth.

Now some of you are shifting irascibly in your seats and thinking, "So what's new? If dialogues are drama, I've been using them for ten years." The point is, we've treated dialogues as language samples, not as drama. They make handy exercises because they teach vocabulary and introduce structures. Students mumble them with glazed eyes for a "C" or rattle them off with glazed eyes for an "A." Either way there is little gained and much glazed. A dialogue exchange with real communication is as rare as a fossil that breathes, and yet a student can be taught to see himself—to feel himself—as the character in a dialogue. It depends largely on the expectations of the teacher and the class. In assigning roles, the teacher must perceive the student as the character he is to portray. It is not a matter of, "John, get up and give the father's lines." It is a matter of, "Sir, you are the father." Students are quick to absorb role identity if the climate is accepting. It is up to the teacher to create that climate. By helping our students experience action and emotion in context, we make it easier for them to use language expressively.

If we are to insist that our students use language to communicate thought and emotion, we must give them a richer contact with words. Before you reach for the tar and feathers, let me hasten to say that I'm

not talking about vocabulary lists. I was so conditioned by the audio-lingualists that I twitch spasmodically when I hear the term. I am talking instead about involvement with words at an action level, at an emotional level, at a sensory level so that they become a part of the feeling of life.

Examine the vocabulary content in any first or second year text. How much feeling—how much living—can a student do in the foreign language? He can "like," but can he "love"? He can "not like," but can he "hate"? He can be "happy" (usually "to make your acquaintance"), but can he be "filled with joy"? He can say, "That's too bad." But can he say, "My God, how tragic"? We teach him trite words, shallow words that express only the surface of life.

In the realm of physical activity, he can walk, dance, ski, and drive a car, but he can't limp, waddle, or strut. He can do only a few very tidy things, and they all cling to the upright. He even sits vertically. He can't sag; he can't slump; he can't slouch. What kind of a human being is that?

We assure him that language is for the real world. Then we teach him to say, "That's beautiful" and "It's delicious" and "That does not please me." Can you imagine your student in the real world of the lunchroom, pulling a hair out of his chicken casserole and saying, "That does not please me"? He needs to know how to say "Yuuuuuuk!"

I teach a course in Oral French for Language Teachers. I find that even with six years of language study behind them, future teachers are sensory cripples when it comes to expressing textures, tastes, and sounds. In one exercise I hand each student a paper bag containing an unknown object. Their task is to reach inside the sack, feel the object, and describe it from a tactile standpoint. They can produce "hard" and "soft," sometimes "wet" and "dry," but "spongy"? "scaly"? "gritty"? "slimy"? Never. Classmates, trying to guess the object, can't even come up with enough descriptors to formulate effective questions. With all those hands clawing at sacks and all those tongues groping for words, it's one of the most frustrating moments in the history of communication.

After a vocabulary session where words are learned simultaneously with touching, rubbing, and feeling various surfaces, the exercise is repeated. This time the student scrabbling in the sack is able to produce eight or nine appropriate adjectives. Whether the object is a prickly

pinecone or a ripe tomato, the student can communicate with accuracy. His lips are no longer prevented from saying what his fingers feel.

It is sad to think that our horror of "the vocabulary list" forces our students to live in a language world that is bounded on the north by "hard" and "soft," on the south by "sit" and "stand," and at the sides with "How are you?" "I am fine": restrictive horizons that make for linguistic claustrophobia.

Up to this point we have underlined the fact that students must use language for real communication, and that dramatic involvement can make any situation one of real communication. We have also talked about the need for enriched vocabularies so that students can express what they want to communicate. It is time now to discuss the specific benefits—both affective and cognitive—which a student receives from dramatic participation.

In the first place, drama in the classroom is a great morale booster. Students may come into your class with minimal foreign language skills, but they are all accomplished actors. Each of us plays a variety of roles in the course of a day's social interaction. In the lingo of the transactional analyst, we are by turns "parent," "child," or "adult." We switch with alacrity from one role to another and our performances are convincing. Social psychologist Erving Goffman, analyzing social behavior as if it were a dramatic performance, concluded that: "We all act better than we know how."[2] Students need only a warm and accepting climate to encourage participation. They have plenty of dramatic potential waiting to be released.

Drama, like language, is a social experience. The actor reaches into his own emotions and tries to convey through word and action what he wants others to know of himself. At the same time, he is listening to others and trying to interpret what they are seeking to convey about themselves. Drama has no bounds in time, in space, in personality. A student can *be* anyone, *say* anything, *do* whatever the moment requires. He can explore stereotypes from the outside in, or he can create uniqueness from the inside out. In all of this, he grows emotionally from social interaction with others, and he grows linguistically from his efforts to understand and be understood.

One exercise I use illustrates this social and linguistic growth. A class of future teachers culminates a conversation unit on "Justice" with a sim-

ulated murder trial. They are divided into two groups. One cluster of witnesses and an attorney are determined to prove the defendant innocent; the other cluster is equally determined to prove him guilty. A student designated as judge draws up a set of givens which must be adhered to as far as evidence and testimony, but each group has leeway to *plot* some startling courtroom surprises. Small-group interaction in the planning stage provides language practice and generates feelings of team spirit. During the simulation, the verbal parry and thrust between attorney and witness proves an ardent social stimulus for language. In the heat of the trial, actors manipulate language at a level beyond their usual range of expression. As one actor put it, "I hated that landlady so much! I talked French I didn't know I knew!"

In 1967 the National Council of Teachers of English published a book by James Moffett which sets forth the rationale for using drama to teach language usage.[3] Moffett points out that most of our thinking is a kind of unvoiced conversation with ourselves. In drama, the term for this internal speech is soliloquy. In our daily lives we are constantly soliloquizing at one level of abstraction or another. We plan in our heads what we'll say at the faculty meeting. We go over again in our mind that argument we had with the IRS agent. When we write, we are in essence taking dictation from an inner soliloquy. When we read, we store forms and content for future tapping. When we speak aloud, we give voice to our inner speech. We use this external speech to communicate with others. In drama, voiced speech is known as dramatic dialogue. Moffett contends that exposure to and participation in oral dialogue is the major means we have of developing thought and language. What a student can say, what he can read and write are largely governed by prior verbal experience.

To foreign language teachers this has a familiar ring. Since audiolingual days we've used the dialogue as a starting point for language development. What we failed to see was that the starting point need not also be the ending point, as far as drama is concerned. Dramatic dialogue can be used in a variety of forms at all levels of language learning.

For our purposes today, we can divide drama into two types. One is enacted from a written script; the other is improvised creatively with a minimum of planning. The use of both will facilitate language growth.

The dramatic script gives practice in two skills—reading and speaking. The more familiar the actor becomes with the script, the more nearly the words and phrases become a part of his own expressive repertoire. The dialogue he memorizes for dramatic communication makes him the master of a richer language than he formerly possessed.

Experiments with the audiomotor unit have shown that physical action in accompaniment to verbal expression enhances the acquisition of language.[4] The student actor must bring words, gesture, posture, movement, and facial expression into harmony. He is charged with the necessity of using all aspects of language congruently. To do otherwise is to fail to communicate the emotional content which is inextricably bound to language.

Students can get further language practice by writing their own scripts. Most novels and stories supply vivid models for dialogue. Teaching our students to extract the dramatic elements from narrative texts points up that narrative is merely the report of past dramatic action. It also prevents the painful distortion of language which sometimes occurs when students concoct their own scripts.

One aspect of drama we have neglected is preparing our students to serve as directors. There is a wealth of culture and vocabulary waiting to be explored.[5] Take a minute to check your own directorial skills. Can you say to a student, "Watch it! You're upstaging him"? Do you know how to bellow, "Hit him with a spot"? Do you know the correct terminology for the various areas of the stage? In French, for instance, stage right is *le jardin* (the garden); stage left is *la cour* (the court). The way you remember which is which was patiently explained to me by a French student. Think of yourself as seated in the audience, facing the stage. Now imagine up on the apron the huge letters "J.C." (the initials for Jesus Christ). That will be the correct order of *jardin* and *cour*.

The vocabulary for stage directions can be presented in a series of audiomotor units, written by student directors to teach their peers. Individual projects to research superstitions and legends of the theatre add a fascinating dimension. French student actors, for instance, take delight in avoiding the term *la corde* (the rope), taboo on the French stage because so many actors in the past were hanged. Also of interest to students are the nonverbal modes of stage behavior, which differ from one culture to another. The whole gamut of dramatic experience—writing, directing,

acting—serves as a superb "maintenance of skill" activity for advanced students.

For richer contact, create an entire course in acting and directing. Encourage the formation of a troop to present plays in other classes, other schools, other cities. Add a guest artist to your cast from the native speakers in your area. Use drama to bring language and life together.

The second category of drama—creative drama, or improvisation—is one that has been little used in our profession. A dramatic improvisation has no script. The setting for the opening scene is agreed upon by the actors, the characters are designated, and the actors take it from there. Verbally and nonverbally they try to be the persons they are playing, to live the situation in which they are involved. They must draw upon their inner speech resources to produce outer dialogue. What they say must be appropriate to the dramatic context and must in some way advance the story line of the drama.

This is a tall order for foreign language students. Often they have no rich stream of inner Spanish or inner German from which to create a voiced dialogue. Their silent soliloquies are in English. Although they may be soaring in their inner eloquence, they are converted into external speech that limps and falters in the foreign language. As teachers we are unable to tolerate limping and faltering. It is the quick cadence of "near native fluency" that we worship. So we shy away from creative dramatics, and in doing so deprive our students of the opportunity to develop real language spontaneity.

I urge you to experiment with creativity. Get a copy of Viola Spolin's handbook entitled *Improvisation for the Theater*.[6] It gives some 200 ideas for developing verbal and nonverbal communication skills. Many of these exercises are adaptable to the foreign language class. Simple theatre games can shake an uptight student loose. They can create that relaxed ambiance which motivates a tied tongue to talk. They might even do wonders for the teacher.

Here is an example of a dramatic exercise that beginning students could use after "Dialogue 3, The Family." Student A stands in front of the class. Student B assumes the character of some member of the family (father, uncle, kid sister, etc.). He approaches Student A from behind and taps him on the shoulder. The tap may be gentle, authoritative, teasing,

or angry, but it must be delivered in such a way as to convey the age and personality of the family member who tapped. The class asks in the foreign language, "Who tapped you on the shoulder?" Student A responds, "It was my grandmother," or, "It was my little brother." If the answer is incorrect, the class can respond, "No. Tap again," and Student B repeats the tap, striving to better convey the dramatic essence of the tapper.

An exercise as simple as this has these advantages: Student B makes his own decision as to who he will be and dramatized it nonverbally; Student A supplies the foreign language response to the nonverbal cue; the class practices interrogative and imperative forms. Everybody profits linguistically and socially. Nobody realizes he has just dramatized a pattern drill.

Winifred Ward suggests an exercise to encourage spontaneity in language at a more advanced level.[7] Student A walks on stage, concentrates on an invisible scene, and makes some kind of a statement about it. Student B, following in time to overhear, is not sure what scene Student A has in mind, but must come up with a statement that relates to the first and in some way enhances it. Student C, also on stage, takes the cue from his two predecessors and makes a final statement that illuminates the entire scene. For example, Student A begins with the noncommittal, "The fire is almost out." Student B doesn't know if A is imagining a campfire, a forest fire, or the smouldering ruins of a home. To play it safe, Student B squints and says, "There's still a lot of smoke." Student C makes a quick decision, assumes a look of horror, and brings it to a close with, "Oh, now I can see. That's all that's left of Joan of Arc."

If the players are so inclined, they can continue to build the drama from this point. If not, another trio can have their turn on a different topic. Either way, the actors have had practice in careful listening and spontaneous response.

In any improvisation, the teacher is responsible for making sure the student's inner speech is rich enough to produce appropriate outer speech. A class which has not yet learned the names for animals, for instance, would have difficulty creating a drama about Noah's ark.

Sometimes an improvisation springs unexpectedly from a routine assignment. Last October my Oral French class spent a day debating the pro's and con's of mercy killing. The next day was Halloween, and as a listening comprehension activity I told the class a bit of Georgia ghost-

lore. It concerned the true story of a man, his daughter, and the man's second wife who lived on the outskirts of our town in a rambling old mansion. The woman was a shrewish malcontent who ranted at her husband and rebuffed her stepdaughter. As fate would have it, the woman contracted cancer, became bedridden, and suffered horribly. Her moans and screams shivered over the neighborhood day and night. Finally, the husband and daughter, driven by motives of their own, conspired to withhold her medication in the hope that she would die more quickly. After a few unspeakable days when she howled and begged for medicine, the wretched woman died. Three nights after she was buried, the neighbors received a frantic midnight call from the husband. He and his daughter had awakened mysteriously to see the phantom form of a woman gliding through the scuppernong arbor and coming slowly toward the house, a hideous vision which is still repeated on moonless nights when the lights go out in Georgia.

This anecdote was an open door to creative dramatics. The previous day's discussion on euthanasia had supplied a vocabulary background. The students decided to depict three scenes—one with the husband and daughter interacting with the invalid; another with the father and daughter debating whether or not to withhold the medicine; and a third when the neighbor had been summoned at midnight to hear the account of the sighting of the ghost.

To lay the groundwork for characterization, we explored such questions as, "How old is the daughter? Does she love her stepmother? How does she feel about her father? What kind of man is the father? What is his job? Does he love his second wife? What does the stepmother look like?" By the time the students had finished discussing personality and motives, they were eager to bring their characters to life.

The stepmother and daughter launched into an aggressive dialogue, but the student portraying the father could not seem to enter in. We stopped the improvisation and talked about the father, concentrating on physical appearance. The student playing the father was a girl, and needed more help getting into the role. On a second try, the character seemed to come to life and the scenes followed in rapid succession. The stepmother was in turns vindictive and pitiable. The hatred of the daughter and the weary despair of the father came through in action and word. The neighbor in the final scene was the epitome of reason and logic; the

father and daughter were frenzied in their hysteria. When the bell rang to end the class we all jumped out of our skins.

This improvisation was the high point of the quarter. It loosened tongues that had moved mechanically. It created a rare mood of rapport. It convinced my students to stay clear of scuppernong arbors at midnight; and it made a believer out of me—in the power of creative dramatics.

Robert Benedetti wrote in *The Actor at Work:* "Theatre is the most human of all the arts and we . . . can expand our humanity through our art in ways denied us by everyday life."[8] We want our students to use language for real communication. We want them to express ideas and feelings. Drama permits emotional and linguistic involvement in the past, the present, and the future. It gives the classroom elastic horizons. Use it. You can expect dramatic results.

Notes

1. John MacNamara, "Nurseries, Streets and Classrooms: Some Comparisons and Deductions," *Modern Language Journal* 57 (1973): 250-54.
2. See footnote, p. 5, in Robert L. Benedetti's *The Actor at Work* (Englewood Cliffs, N.J.: Prentice-Hall, 1970).
3. James Moffett, *Drama: What Is Happening* (Champaign, Ill.: National Council of Teachers of English, 1967).
4. Theodore B. Kalivoda, Genelle Morain, and Robert J. Elkins, "The Audio-Motor Unit: A Listening Comprehension Strategy that Works," *Foreign Language Annals* 4 (1971): 392-400.
5. See Karin R. M. Band-Kuzmany's Glossary of the Theatre, *In English, French, Italian and German* (New York: Elsevier Publishing Company, 1969).
6. Viola Spolin, *Improvisation for the Theater* (Evanston, Ill.: Northwestern University Press, 1963).
7. Winifred Ware, *Playmaking with Children* (New York: Appleton-Century Crofts, 1957).
8. Robert Benedetti, *The Actor at Work*, p. xiv.

2
The Making of a Precedent: Foreign Language Education and the American Bicentennial

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As the information media are making us increasingly aware, the United States will soon celebrate the two hundredth anniversary of her sovereign statehood. The president has established a National Bicentennial Commission to coordinate the planned festivities on a national level, and most if not all states have established state bicentennial commissions to pay honor to the significance of this occasion locally. The American Bicentennial will thus generate a good deal of official fanfare within our national borders, and, barring unforeseen political catastrophe, should receive the attention of the entire world.

It might therefore prove useful to reexamine in the light of 1976—or at least 1974—the document signed by 56 men and approved by the Continental Congress on July 4, 1776, the document which, in proclaiming American sovereignty, must receive the ultimate credit for any bicentennial celebration—the Declaration of Independence. The beginning of this famous document is familiar to every school child. Indeed, some of them have probably had to memorize it!

> When in the course of human events it becomes necessary for one people to dissolve the political bonds which have connected them with another,

> and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

How eloquent these words still sound today! And yet how devoid of content or meaning for so many Americans: the young, the female, the African American, the Spanish American, the Native American, the Asian American. The late Saul Alinsky, in *Rules for Radicals*, offers some thoughts on this most famous document in our national history:

> If the young were now writing our Declaration of Independence they would begin, "When in the course of inhuman events . . . " and their bill of particulars would range from Vietnam to our black, Chicano, and Puerto Rican ghettos, to the migrant workers, to Appalachia, to the hate, ignorance, disease, and starvation in the world. Such a bill of particulars would emphasize the absurdity of human affairs and the forlornness and emptiness, the fearful loneliness that comes from not knowing if there is any meaning to our lives.[1]

When Thomas Jefferson, the principal drafter of the Declaration of Independence, set down on paper the noble sentiment that "all men are created equal," and that this was "the unanimous declaration of the thirteen United States of America," there were certain underlying presuppositions that have grown increasingly obvious with the passage of time. First of all, the word "men" was meant literally; women were not viewed as "equal," nor were children of either sex. Second, the phrase "all men" was in fact limited to all men of the races, religions, and national origins represented by the signers themselves, who were, almost without exception, white Anglo-Saxon Protestants. Thus, the proclaimed equality was never meant to be universal. The hundreds or thousands of black slaves were certainly not included in the Declaration. The native American Indians, who had been deprived of Life, Liberty, and the Pursuit of

Happiness almost since the landing of the first Pilgrim, were also not "equal."

What relevance, then, can these piously expressed doctrines have for those many Americans who are nonmale, non-White, nonadult? How ironic it must seem today to those students who are required to memorize the Declaration of Independence, or to declaim it reverently before a captive audience in the school auditorium, to learn that they are endowed by the Creator with the unalienable rights of Life, Liberty, and the Pursuit of Happiness. How can one believe this and accept the alienating conventions of schooling? Conversely, how can any student endure the denial of those unalienable rights regularly for a dozen years and still consider the Declaration of Independence anything more than an outdated, irrelevant, silly bit of nostalgic trivia!

If there is one place in the American school where students *ought* to discover that "all men are created equal," it is in the foreign language classroom. For it is here that a humane and knowledgeable teacher can communicate and demonstrate the underlying equality of mankind, across cultures and within them. And yet, one thing that few students experience in foreign language classrooms, or any other classrooms in American schools, is a feeling of equality. George Orwell wrote almost thirty years ago in *Animal Farm* that "All animals are equal, but some animals are more equal than others," and this, probably more than any other sentiment, characterizes what most students learn in school. Day by day the sacred *shibboleths* of our Declaration of Independence and of the Bill of Rights of the U.S. Constitution seem more irrelevant and trivial to those young Americans who, according to their own reports, experience few of the "blessings of liberty" for much of the first 18 years of their lives. In a recent issue of *Outside the Net*, a magazine in radical education published in Lansing, Michigan, a cartoon depicts a mother asking her young son, "What did you do in school today, dear?" Whereupon the small boy answers matter-of-factly, "Well, first we were all fingerprinted, then our photos were taken for our I.D. cards, then we had to answer questions on how you and daddy voted . . . , oh, we spent a few minutes talking on 'freedom in America.' . . ." Some feel a few minutes is all that subject requires today.

So where do foreign language education and the American bicentennial fit into all of this? The answer is obvious. The American bicenten-

nial may prove to be the last significant opportunity in the foreseeable future for foreign language teachers to prove to young Americans and to their parents that foreign language education has a role to play in the education of everyone; that this role is important regardless of a person's sex, race, religion, national origin, occupational aspiration, geographic location, or IQ scores; and that this role can be and is being fulfilled successfully in school and college classrooms. If we as a profession fail to take advantage of the opportunity which the bicentennial presents, and if we fail to do this with all of the resources and energies at our command, we have only ourselves to blame for whatever uncertain future faces foreign language teaching in American classrooms.

It is sometimes hard to believe that an estimated 100,000 foreign language teachers in the United States can have made such minor impact on the language and cultural awareness and appreciation of the American people as a whole. Ironically, we have not even convinced our fellow educators in other disciplines that we have very much to contribute, as is evident in the recent poll of over six hundred educators reported in *Phi Delta Kappan*.[2] Let us consider this poll for a moment, for its implications concern us all. The educators surveyed were asked to delineate the goals of education today and these are listed in decreasing order of importance. Some 18 goals, each with various subgoals, are itemized. It is disconcerting to say the least to note that "developing special talents in . . . foreign languages" constitutes the *last part of the last subgoal of the last goal!* What makes this even more incredible, as Jenks has pointed out in a letter to the editor of the *Kappan*[3] is revealed in an examination of the other delineated goals and subgoals of education today, in which foreign language learning ostensibly plays no part. The first (and thus most important) goal of education according to this poll is to "Develop skills in reading, writing, speaking, and listening"! Somehow this phrase has a familiar ring for foreign language teachers! But consider some other goals which also do not involve foreign language learning:

Number 9: "Learn about and try to understand the changes that take place in the world"

Number 11: "Learn how to respect and get along with people who think, dress, and act differently"

Number 16: "Develop skills to enter a specific field of work"

And what is the last goal under which foreign language learning is so ignominiously catalogued?

> Number 18: "Appreciate culture and beauty in the world," wherein foreign language learning is linked in Subgoal D with "developing special talents in music, art, and literature."

When we consider the vast number of articles which have appeared in countless publications in the last dozen years on the importance of foreign language learning in American life, and the even greater number of speeches which members of our profession have given in every nook and cranny of this country, it is disillusioning indeed that the *Kappan* educators have relegated "developing special talents in . . . foreign languages" to the status of an educational frill, a "polite accomplishment" like learning to play the piano.

Why have we failed to communicate to others the message which we feel constant need to communicate to one another? In the past few years we have produced for our own use a collection of essays entitled *The Case for Foreign-Language Study*[4]; a filmstrip-tape presentation entitled *Why Study Foreign Languages?*[5]; a filmstrip-cassette package entitled *Why Study French?*[6]; a 27 page book, first sold and then distributed free by the AATG, entitled *A Modern Case for German*[7]; and doubtless other statements in our own defense. The arguments for foreign language learning are not new, and the one we choose to emphasize at a given historical moment is a function of the dominant educational philosophy of that moment. The point, however, is: aside from ourselves, is anybody listening? If not, this probably is because, aside from ourselves, we haven't been talking to anybody.

In this connection I would like in the remainder of this paper to elaborate upon some precedents which we can and should establish now. We probably could have established them long ago, but for various reasons we did not. We could likewise do so now even if no bicentennial celebration were planned, but the occasion which the bicentennial presents is one which we would be foolish to ignore.

The precedents concern whom we as language teachers should be talking to, what we should be saying, and how we should be saying it.

If I were to suggest that language teachers should start talking with those people who are in a position to affect our welfare—students, princi-

pals, parents, counselors, teachers of other subject matter areas, and the like—I would be suggesting nothing precedent-setting. This has been a central theme of keynote addresses at our conferences for years, and in suggesting this as standard operating procedure for our profession in the years ahead I can have, as Mark Twain is reputed to have said, "the calm confidence of a Christian with four aces."

Rather, let me urge us as language teachers to start talking with and caring about different groups of people, groups which are very much on the minds of government today and which are becoming increasingly more vocal in matters of self-preservation and self-esteem. I refer, of course, to the so-called ethnic-linguistic minority groups in the United States.

As teachers of foreign languages and cultures in this country we probably should have been allied with the struggles of American minority groups for many years. After all, there would seem to be a logical affinity of interest between a teacher of Spanish in this country, regardless of his or her national origin, and the struggle of an estimated 12 million Spanish-speaking "hyphenated Americans" who are claiming their unalienable right to Life, Liberty, and the Pursuit of Happiness. There has, however, never been much evidence to show that foreign language teachers in the United States care about, or are even terribly much interested in the welfare of foreign peoples living in this country. We have consistently turned our eyes toward Spain and Latin America for our Spanish language and culture, instead of toward Texas or California or Florida or New York. We have consistently looked to Paris for our models of French and French culture, instead of to Louisiana or Maine, or even Quebec. We have likewise chosen to seek our German speakers in central Europe instead of in the American midwest. Consequently, the minority group movement has not looked to us for support; rather, we are considered part of the "establishment," and thus sometimes the enemy. There have been classic examples of the maltreatment of children from different linguistic groups in American foreign language classes. I have personally observed classes in high schools and junior high schools where children who were native speakers of Spanish at home were forced to register in traditional beginning Spanish programs because "they don't know the grammar." The fact that such children may have successfully communicated their every desire in Spanish for the past ten years is not considered

relevant in matters of educational placement.

I advocate a liaison with the minority group movement in this country because ideologically I think foreign language teachers ought to be very much concerned about the treatment which so-called "hyphenated Americans" receive in our schools and in our culture. I consider this the most important reason to become involved. But there is another reason, and it may seem equally as important to some language teachers, or maybe even more so. Namely, enlightened self-interest. This is the pragmatic reason.

There is potentially vast governmental and foundation support for ethnic-linguistic minority group projects. In these days when outside funding to support research in the teaching of the "common" foreign languages in the U.S. is all but evaporated, there is a great deal of support being given by the Department of Health, Education, and Welfare and by private foundations to bilingual-bicultural studies, to ethnic study programs, to so-called compensatory education programs. And what role does foreign language education, as conventionally practiced in the United States, play in these programs? A minor one in some, and none in most.

In this connection, the bicentennial presents us with an opportunity to work with minority groups in a mutually profitable enterprise. In many regions of the U.S., minorities have a long and distinguished history of contributing to the formation of the local culture. Pageants might be staged to honor the role of a given minority in the history of a state or city, doubtless with the blessings of the local minority leadership and with possible financial assistance from state or local government, perhaps through the state bicentennial commission. Contributions might also be solicited from industry in the area, especially from industry whose leadership is of the national origin to be honored in the pageant, or which engages in business with the country or countries whose emigrants now compose the minority group in question.

The bicentennial offers us the additional opportunity of incorporating minority studies into our foreign language programs. Some attempts in this direction have already been made, for example in Prince George's County, Maryland[8], but many more are needed. Hopefully we can find ways of incorporating minority cultures into the curricula of our first and second year foreign language programs, and would-be textbook writers should keep this need in mind. If the Prince George's County

program is any indication, student enrollments will increase when well-conceived minority studies programs become a real part of the foreign language course offerings.

As a consequence of the work of the late Eric Berne *(Games People Play; What Do You Say After You Say Hello)*, Thomas Harris *(I'm OK—You're OK)*, and others, the developing science of Transactional Analysis (T.A.) has achieved significant following and generated a great deal of interest throughout the U.S. and around the world. What Berne, Harris, and others have done is to show us the incredible complexity and significance of communicative transactions. T.A. can help to explain why a desired communication between speaker and listener may break down. One very crucial aspect of communication has been investigated by Edward T. Hall *(The Silent Language)*, Julius Fast *(Body Language)*, and others who have increased our knowledge of the impact of non-verbal language in a communicative setting. As a result of the work of these individuals, many people are now conscious of the fact that the attainment of a desire through communicative means is dependent not only on *what* we say or do, but significantly on *how* we say and do it. This is a lesson which language teachers, and anyone else in the business of influencing the public, must learn. Thus the second and third precedents I would encourage us as a profession to establish concern *what* we say and do in communicating with others, and *how* we say and do it.

In their excellent new book, *The School Book*, whose title carries the interesting qualifier "For people who want to know what all the hollering is about," Neil Postman and Charles Weingartner make a distinction between the *essential functions* of school as an institution—those things which make a school a school and which can not be changed without abolishing the concept of school—and the *conventions* of school—those arbitrary ways by which a given institution chooses to carry out its essential functions. An example may prove helpful here. The authors consider "evaluation" an essential function of school. Every school—traditionally authoritarian and "free," public and private—evaluates students. The convention for this evaluation, however, differs from school to school. Some schools grade on a curve; others use a pass/fail system; others employ contract grading. What is selected for evaluation—written work, conduct, attitude, etc.—also varies from one school to the next.[9]

This distinction between essence and convention is useful for foreign language teachers to keep in mind in discussing what the teaching and learning of a foreign language are all about. What is the essence of a language teaching situation? Well, there has to be someone who serves as a teacher and who is knowledgeable in and about the target language and who can communicate this knowledge where appropriate to those who need to learn it. But that's it! Everything else—classroom facilities, curriculum materials, specific methodologies, time schedules, grading practices—is, I suspect, an arbitrary convention which will play a role in some teaching situations, but not in all of them. Thus, when we talk about what the foreign language teaching situation *must* have to function as a foreign language teaching situation, we need first to cut through all of the arbitrary conventions and we come up with a knowledgeable language teacher who can teach what he or she knows to others who need it, where appropriate. Now, as a result of tradition and training, we have come to view some of the conventions of foreign language teaching as part of its essence (use of curriculum materials, for example) and this is only natural. Nevertheless, languages *can* be taught without textbooks, and we know they can be *learned* without them (as has been verified by the more than 3 billion people on this planet who have learned to speak at least one natively).

What is my point in all of this? Simply, that we have often made categorical statements about language teaching and the essential needs of language teachers that are not always or necessarily true. Similarly, we have long made claims for or about the school or college language learning situation that have repeatedly failed to bear fruit. If our fellow educators fail to attribute much importance to what we do, as the *Kappan* poll mentioned above suggests, this may be because of these inaccurate statements and unsubstantiated claims. What are some of these claims and statements? Let us examine five of them here.

1. Studying a foreign language in school or college exposes the student to another culture and another way of living and thinking. This claim, which we make even for first year FL study, is the bedrock of our defense against attacks on foreign language requirements in schools and colleges. In essence, we maintain by this claim that there is more than "linguistic value" to be derived from studying a foreign language in school. Indeed, a primary value is cultural. Were it not for this loud-

ly and repeatedly vocalized claim, fewer universities, I suspect, might retain beginning language instruction in the "common" languages as a regular feature of liberal arts curricula. Indeed, the associate dean of arts and sciences at one of the nation's major state universities has stated on several occasions that, if he could prove that at best only linguistic objectives get achieved in a first year university foreign language course, he would favor abolishing this expensive and cognitively low-level "Berlitz activity" from the college curriculum.

But is the claim valid? At best, sometimes. If by "expose the student to another culture and another way of living and thinking" we mean to imply that students become enculturated into, for example, French ways, then that "sometimes" becomes "almost never" in most first year and probably in many second year foreign language programs. Viewing posters on the walls of the classroom, celebrating a "culture day" on Fridays, and looking at slides which the teacher took during a recent vacation in Mexico are all potentially pleasurable activities, but in themselves they do not and can not guarantee any validity to this claim.

2. Studying a foreign language in school or college broadens a student's horizons, makes him or her less ethnocentric, more tolerant of others, in short, a better person. This claim goes hand in hand with the first one, although even language teachers have occasional doubts about the universality of this one! It simply defies logic to assume that a yearly total of perhaps 150 FL contact hours in a school or college setting, that is, roughly the total number of waking hours which a young person spends in a 10 day period, can accomplish this alone. At best we can legitimately claim that the meaningful study of a foreign language with a humane and knowledgeable teacher *may help* to make one a better person, but this claim is certainly not foreign language education's exclusive hegemony. Whether FL study decreases ethnocentricity or increases it is probably a function of such factors as the nature of the curriculum, the duration of the program, and the way students perceive and relate to their teacher. In any case, it has long been an unfortunate bit of folk wisdom in our profession that the best way to get to hate the French people is to be forced to study French in school. There *are* attitude scales which can be used to measure tolerance of others, ethnocentricity, and the like[10], but we foreign language teachers rarely find it desirable to use them.

3. The goal of most foreign language programs in school today is to

teach students to communicate in another language. If "communication" is the pot of gold at the end of the foreign language rainbow, the experience of learning and teaching foreign languages in the U.S. makes one thing clear: it's a mighty long rainbow!

In few foreign language programs in this country do students learn to communicate in the target language at an early stage of their learning, if at all. In even fewer programs are there teachers who know how to teach communication, or teach for it, and who have the methodological freedom to do so.

This points up the discrepancy between our stated purposes of foreign language teaching and the actual outcomes of foreign language learning. We claim to teach students to communicate, but in fact we spend most of our time doing what we have been trained to do—teaching students to solve linguistic problems. If Jakobovits,[11] Savignon,[12] and others are correct, the road to communicative competence is not only different from the road to linguistic competence, but significantly, one does not presuppose the other.[13]

Let's be realistic! Few students have ever become bilingual, and fewer still bicultural, as a result of school or college foreign language learning alone. It just doesn't happen, and given the constraints upon us of time and methodology, it is unlikely ever to happen except to the exceptionally motivated student who makes it happen despite us. We probably cannot pursue the goals of linguistic competence for years and expect to get much better results in developing communication skills than we are getting now. This is not necessarily a condemnation of the foreign language teaching profession; rather, it is a recognition of the need to be realistic and honest, with ourselves and with others.

Lest one assume at this point that I advocate abandoning all work in the spoken language on the grounds that we can not produce bilinguals in our classes, nothing could be further from the truth. What I advocate is that we claim for school and college foreign language study only what we can actually achieve with our students. If we achieve even more than this, so much the better; no one will fault us for accomplishing more than we claimed we could accomplish.

4. Learning a foreign language is predicated upon the sequential addition of linguistic building blocks. You can't learn lesson three unless and until you have learned lessons one and two. The most interesting thing

about the so-called "sequential hypothesis" is that it describes a model of *teaching*, not of *learning*.[14] If we substitute "teach" for "learn" in the above claim, the statement makes sense and can be substantiated. In the U.S., at least, teaching a foreign language *is* predicated upon the sequential addition of linguistic building blocks. First the present tense, then the simple past, and so forth. We can not—or at least we *do* not—teach lesson three before we have taught lessons one and two.

Whether any language learner—in a school setting—learns best by such sequential agglutination, we don't know. Psycholinguists and other critics, who often have had little or no experience in language teaching, deny this, and of course their denial is corroborated by the massive evidence of "real" out-of-classroom language learning throughout the world. This may, however, be the best way to teach, and thus as a *teaching* strategy it is probably both valid and potentially successful. It presupposes, nevertheless, that learning results primarily from teaching, which is a dangerous and doubtful presupposition at best.

Let us, then, not abandon this claim, but rather modify it to convey our lack of knowledge of how any student learns a foreign language, or anything else, in an institutional setting.

5. Foreign language learning is fun! "Fun" as a rationale for foreign language learning appears to be of recent vintage. Prior to a half-dozen years ago, language teachers rarely made this claim, at least publicly. Before so much attention began to be focused on the role of affect in learning, we made statements which described the foreign language learning process quite differently. For example, "Foreign language learning is hard work." We rarely admit this in public any more, a function, I submit, not so much of a changed curriculum as of a changed emphasis and a changed clientele in changed times.

I have no doubt that this claim is true, but what bothers me is that I'm not sure for whom it is true. For some learners of a foreign language in the classroom, the act of being taught a foreign language, however carried out, will always be fun. I suspect that this is probably true for most of those who ultimately choose to become language teachers. I personally derived great fun from solving linguistic puzzles, and the more exceptions to the rule, the greater my fascination. I used to like to memorize and declaim paradigms: *bonus, bona, bonum; je suis, tu es, il est; gut, besser, am besten.* I would recite these to myself in a loud

voice while driving my car along the highway and they would serve to keep me awake. They were thus *meaningful* to me, in a bizarre sort of way. It did not bother me at the time that after three years of high school study of both French and German I was unable to express more than the simplest possible desire in either language, and I had been programmed to understand only the simplest possible responses. These had not been goals of my language programs, and I never had any reason then to suspect that they should not have been.

What did bother me a bit on occasion was that many of my fellow foreign language students seemed incapable of learning French or German or Latin. They couldn't memorize paradigms for the life of them! They disliked foreign language classes and feared them. I attributed this at the time, I suspect, to their lack of intelligence.

We are more sophisticated in our diagnoses today. We know, for example, that different people learn in different ways, although we do not yet know how to tell in advance which way is best for which learner. We also know, as the song tells us, that "different strokes [are] for different folks." What turns one student on in a language class leaves others cold. Some doubtless feel like the student Mark Twain describes who "would rather decline two drinks than one German adjective."

To generalize to the entire population, as teachers are wont to do, with claims like "foreign language learning is fun" serves to undermine the confidence in our judgment, intelligence, and maybe taste on the part of that large segment of the school and college population for whom foreign language learning may even be important, but it is rarely if ever fun.

What we might claim with impunity, I suspect, is that "*knowing* a foreign language is fun." But as *we* know best of all, the "knowing" of a language is often separated from the "learning" of a language by years! Thus a willingness to accept delayed gratification may be a prerequisite for finding fun in foreign language learning for many students. Mark Twain's gentle spoof, "The Awful German Language," suggests one remedy: "If [German] is to remain as it is, it ought to be gently and reverently set aside among the dead languages, for only the dead have time to learn it."

In these post-Watergate days there is a crying need in all segments of American life to establish or reestablish credibility. This is especially

true in education and in our special part of it. We have an opportunity to change our course as America enters her third century. It is imperative, as I have tried to point out, that we communicate more with others, that we realize the importance of listening as well as talking in our dealings with others, and that we recognize the need to search for and support new and possibly different meaning for foreign language education in America's future. The opportunity is before us. Will we seize it and strengthen ourselves as a profession, or will we march straight ahead into our past and become, as Troyanovich suggests, a dodo bird?[15]

Notes

1. Saul Alinsky, *Rules for Radicals: A Practical Primer for Realistic Radicals* (New York: Random House, 1971), xvii.
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3. Frederick L. Jenks. "Pondering the Ponderings" (Letter to the Editor), *Phi Delta Kappan* 55,4 (1973): 287.
4. James W. Dodge, ed, *The Case for Foreign-Language Study. A Collection of Readings* New York: MLA/ACTFL Materials Center, 1971).
5. Frank M. Grittner, *Why Study Foreign Languages?*, a filmstrip-tape presentation (New York: MLA/ACTFL Materials Center, 1969).
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10. Leon A. Jakobovits, *Foreign Language Learning: A Psycholinguistic Analysis of the Issues* (Rowley, Mass.: Newbury House, 1970).
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12. Sandra J. Savignon, *Communicative Competence: An Experiment in Foreign-Language Teaching* (Chicago: Rand McNally, 1972).
13. See Chapter 3 of this volume.
14. Howard B. Altman, "The Three R's of Individualization: Reeducation, Responsibility, and Relevance," *Foreign Language Annals* 6,2 (1972): 206-13.
15. John M. Troyanovich, "Foreign Languages and the Dodo Bird: A Lesson from Darwin," *Foreign Language Annals* 5,3 (1972): 341-44.

4
Careers for our Foreign Language Graduates

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When we talk about the "future of our foreign language graduates," we are concerned with the situation of our graduates from two separate points of view: the economic, and the emotional or intellectual. Both are vital to his well-being and both require considerable planning-for. For many years now, we, as language teachers, have persuaded our students that one particular profession—teaching foreign languages (which incidentally happens to be our own chosen field)—satisfies on both counts. We've pointed out that, while he or she may never get rich as a teacher, the security offered, as well as the real enjoyment and satisfaction, more than compensates for any financial shortcomings.

An amazing number of students must have been persuaded by our enthusiasm because our universities have graduated many new language teachers in these past fifteen years. Yet even at our highest point, there were students who said quite frankly: "Look, I really like French. I'd like to continue in it, but I know that teaching is not for me! What else can I do with it?" At that point, we dug out the little booklet listing vocational possibilities for foreign language graduates and suggested the student look through it. I usually made the additional suggestion that the student go in and talk with the director of our placement

services. What happened during these talks, I learned later, was that our conscientious placement director usually looked at her (if it was a girl) and asked in a fatherly tone: "Look, you're an attractive, intelligent girl; you're surely going to get married before too long, and then what will you do? If your husband chooses to work in a big city you'll be all right—you can continue to work for the airlines or the publishing company. But what if he prefers a small town? Then you'll have nothing to fall back on. As a teacher you can always get a job!"

Until about three years ago, that scene was reenacted rather frequently. It was in the spring of 1971 that I first learned from our placement director that the situation was changing. Our university prides itself on an unusually high placement rate, and a decreasing demand for new foreign language teachers was providing a rather frightening challenge to that reputation. The spring employment season of 1972 increased the pressure, and it became apparent that perhaps we needed to expand our horizons a bit. That fall we went to work in earnest. There was no thought of limiting our existing program for those in foreign language and education, simply a strong desire to open new possible careers to our students.

We began our campaign in the office of placement services. For hours on end, we went through files—looking always for companies boasting of international offices. The tremendous number listing such possibilities encouraged us. Did you know, for example, that Ernst and Ernst, one of the "Big 8" in the accounting world, has some 250 offices in 73 countries, besides those in the United States? Better than that, we learned that several industries right in our own area—Presto and Uniroyal, for example—either already had or were in the process of developing overseas outlets. At the same time, we were told by the French Embassy of seven new French firms locating in the Chicago area, and of new German firms establishing branches here in the United States. We talked with recruiters from American firms when they visited our campus to interview new graduates. We wrote letters and our placement services wrote letters. The questions asked were always the same: "Does your company have international affiliations? If so, would you be interested in a candidate with proficiencies both in the professional skill or knowledge you require and a foreign language?" The answers that came back were also the same, and pretty disheartening at first: "Yes, we have international affiliations.

We do not, however, consider foreign language a prerequisite for such a position—we can teach them languages later on if necessary." And we discovered that that was exactly what was happening. The traditional distance between foreign languages and business is so great that companies long ago learned that employees skilled in both areas were almost nonexistent. As a result, overseas candidates were simply sent to a school such as Berlitz for a concentrated (and incidentally, extremely expensive) course in French or Spanish or German before leaving the country. Did you know, by the way, that Minnesota Mining and Manufacturing Company in Minneapolis has its own language experts to teach languages to its employees?

Backed up by letters from companies and statements from our own placement services, we then went to see the dean of our School of Business. We also went to see the dean of the School of Nursing, the director of our allied health program, the chairmen of the departments of sociology, political science, journalism, computer science, and economics. We asked each one to help us investigate the possibilities open to students who combined his field with a foreign language. And then they in turn went to work. The opportunities they uncovered for international employment in their own area were often exciting enough to act as a spur in organizing specific programs and in actively recruiting internationally-minded students for these programs. One of the great benefits of working with these departments was that the old problem left unanswered by the booklets listing vocational possibilities for the foreign language graduate —that of how to prepare for the suggested jobs—now was answered. In the past, unless the student had some idea of just how much education was required for a specific job, which courses were necessary, and what sort of experiences would help to qualify him for the job, the vocational possibilities listed too often remained intriguing but vague and unreal. Now that job could become a reality. Let me give you an idea of some of the things we learned.

Our allied health department offers a degree in medical technology. Through some 270 letters they sent out to hospitals employing medical technicians, they learned that many hospitals in the southwest as well as in large urban centers were in need of technicians who speak Spanish. Louisiana, incidentally, would welcome French speaking technicians.

The sociology department at Eau Claire has a strong program for so-

cial workers. We were all pleased to learn that of two of last year's graduates, equally-well prepared in other respects, the one who had studied Spanish was given first chance for openings in social work in Milwaukee. Wherever a large urban area exists, this seems to be true. This discovery was perhaps responsible for the new study abroad program in Monterrey, Mexico, for students preparing for social work.

One of the most intriguing possibilities came from an unexpected quarter. As a result of our combined efforts, our journalism department today keeps on hand a number of brochures from the Associated Press, describing international employment possibilities in journalism. These brochures are careful to point out to students that applicants should have a college degree from some university offering a recognized major in journalism, that mere writing ability alone is not enough.

From our political science department came a number of interesting job possibilities, most of them involving either the United Nations or governmental agencies.

Computer science has a different sort of indication of need for personnel skilled in languages and computer science. They point to the number of foreign students who come to our university specifically to study computers and their uses, a knowledge much needed in their own countries.

Economics seems to be a particularly wide-open field for language students, with international banking and government agencies providing the greatest number of opportunities. Bankers Trust of New York, for example, has branches in more than 130 countries. The U.S. Foreign Agricultural Service, as well as the Department of Commerce and Department of the Treasury actively look for graduate or undergraduate students majoring in economics for career service in international activities. And at this point, perhaps, I should mention one of the most rewarding sources of information I found: a small paperback book by Ray Shaw called *How to Find Those Great Overseas Jobs*, published by Award Books. One of the practical features of this book is a complete listing of companies and agencies offering employment to Americans wishing to work abroad, with the complete name and address given as well as the countries in which it operates. Simply going down the list and mailing out requests for information will bring a wealth of material for you and your students.

It was in the area of business and foreign language that we found

the greatest number of possibilities, as well as the greatest number of interested students. Our School of Business has singled out several areas which indicate great promise. We've already mentioned accounting and computer science. It was in the department of business education and office administration, however, that the first special programs were established. Dr. Mitchell, the chairman, is already very much involved in international employment through his work with the National Secretaries Association, International. Not only does he have the know-how necessary for finding those international secretarial positions, but by working closely with Canadian colleagues he has access to special teaching materials for students electing to study French and office administration. These are just beginnings, for in November 1973, he sent to our Academic Policies Committee a proposal for an undergraduate major in bilingual administrative service. We have a number of French and Spanish students enrolled in these courses right now, preparing for what they believe will be an exciting and rewarding future. Incidentally, those students who have elected to study languages and office administration are not weak students incapable of following a more literary approach to the language—they are extremely capable, intelligent, sensitive, and imaginative students who think they might prefer working as a secretary in an embassy abroad to teaching high school French or Spanish.

The other area of special concentration in business is in the international management field. The slogan here seems to be "Possibilities Unlimited!" Multinational firms used to be rare—today almost every major American business firm either already has or is now establishing ties with foreign countries. And wherever we have American firms with interests abroad, we have international employment possibilities. For when we speak of international employment, we are not thinking only of actually going abroad to live and work. While it is true that great possibilities may be found abroad, an even larger number of people work in the international field right here in the United States—in Eau Claire, Milwaukee, Janesville, St. Paul, Omaha, Denver, Detroit. They're concerned with people and products from other countries, or perhaps some part of the United States where another language is spoken. It may be an insurance policy in French at Employers' Mutual in Wausaw, or an order received from Brazil at the American Breeders' Association near

Madison; it's still international employment.

In international management, however, the emphasis is on employment abroad. In the beginning, when American firms first began looking overseas, there was a tendency for the company to transplant large numbers of Americans, complete with baggage and family, to the foreign country. This particular idea was not a great success, either from the viewpoint of the Americans being moved or the country receiving them. Eventually, American business acknowledged defeat. Leaving their business operations as they were, the Americans were brought back home and foreign nationals hired to replace them. That was no more successful than the first, however, because somehow, the special quality that made the business a success in the United States was too often lost in translation. And so the third phase—which is where we are now—began. What you find today in most of these firms is a local national in the number one position, local nationals in most of the subordinate positions, but an American very much in evidence in the number two position. And this is where international management comes in.[1]

In almost every case, international management requires graduate work. We have several graduate schools in the United States now featuring programs which prepare candidates for this position, schools such as the Thunderbird School at Phoenix, Arizona, and the University of Dallas Graduate School of International Management. One of the very interesting features of such schools is that they are particularly interested in students whose undergraduate study was in foreign languages. The University of Dallas offers another unusual feature—before receiving his Master's Degree, each candidate must actually serve an "externship," an intern period abroad where he works in a multinational firm while at the same time studying additional courses in management at a nearby foreign university.

With all of these futures dangling in front of our graduates, it sounds as though our solution is at hand. Yet there is still much to be done. What kind of problems remain? There are many.

One such problem is lack of information. It's not enough that our college placement services be aware of international employment possibilities. By the time our graduate gets to that office, it's too late. The place and time to begin informing is in high school. You're looking for a way to keep more boys in your foreign language classes? Perhaps this can pro-

vide the necessary motivation. You might want to try, as we did last spring, an International Employment Day Fair, a place where students and faculty can come to learn about possibilities for international employment. And when you write to a government agency for information, do you request several copies of each pamphlet and make sure that your counseling office has one as well as the commercial teacher or other appropriate department? Not all students are enrolled in our language classes—a timely word from a commercial teacher might boost our enrollment and provide a real sense of direction for students already enrolled.

This idea that we are, to a degree, dependent on another area, brings us to the second problem. It would be great if we language teachers could say, as a business teacher or an art teacher or a chemistry teacher can say: "All you need for a secure future is a solid background and some aptitude for business or art or chemistry." Unfortunately, that is seldom sufficient for the language major. Foreign languages, like so many other areas even including mathematics, is finally facing up to the fact that horizons can be infinitely expanded if we will only think in terms of "foreign languages *plus*. . . . ." Our average student is very limited if he goes looking for a job without that *plus*, that additional skill or proficiency which may be journalism or shorthand or medical technology or social work. And this is another reason for bringing this information to the students while they are still in high school. In spite of all efforts to bring these possibilities to the attention of students in their freshman year here, it is often not until the sophomore year that majors and minors are identified. And then it becomes almost impossible to work out a program that will provide a major or even a minor in the foreign language in addition to the comprehensive major usually required in business or social work. If the student has a good language background from high school, however, the problem is eased.

Another problem which was mentioned earlier is that of informing businesses and government agencies that we can supply them with people already skilled both in the required area and in foreign languages. Some reeducation is necessary if we are to persuade them that it is no longer necessary for them to spend valuable time and money teaching a foreign language skill to people facing overseas assignments. Those who do the hiring can now begin to look for applicants already prepared. Incidentally, in talking with many company representatives, we found one par-

ticular pattern emerging in overseas employment. Normally, after joining the firm, employees are expected to spend a year or two in this country getting acquainted with the company. Then he becomes eligible for work overseas. That period overseas usually is about four years after which he generally returns to the States for a term.

Finally, another problem to be faced is the development of specific programs on the university level to prepare for those international employment possibilities. Part of this problem can be solved through cooperation between foreign language departments and the other department in question. A difficult but not impossible task is to sit down with people from allied health, for example, and work out a sample student schedule allowing time for language and allied health courses. The second part of the problem, however, has to do with a more pressing question: Exactly what sort of French courses or German or Spanish are most important to the language student wishing to major in social work or political science or economics or journalism or business? Does he need the same sort of preparation as the student wishing to teach the foreign language? To remove from the established major or minor the literature courses traditionally forming the backbone of our preparation seems almost a heresy. As our native French teachers pointed out: "An American businessman in France without the necessary background in French literature will be at a great disadvantage with the French—almost an illiterate!" And yet, time is against us. We have only a limited number of years for preparation, and to do everything is not possible. Just what is expendable? And more, just what must be added?

For our own purposes at Eau Claire, the major change has been a substitution: Business students may elect to take commercial French in place of the traditional advanced composition course based on literature. We also place great emphasis on conversational skills and civilization courses. We're still experimenting, however—we won't know the answer until we have more experienced graduates to guide our thinking. For the moment, we are trying to find the track that best serves the needs of the individual student.

And that brings us back to the point of departure. We said that when we talk about the future of our foreign language graduate, we're concerned about both his economic and his emotional or intellectual well-being. Those students who elect business or social work or medical tech-

nology or economics or journalism as majors leading to careers can benefit immeasurably from the *plus* that foreign languages add. Economically, the language proficiency often permits them to start at a higher salary. A student can't lose anything by this added skill; he is in no way limiting or restricting himself. Rather, he is offering his employer a *plus* that may be of great value. Emotionally and intellectually, that foreign language *plus* is just as important! Two help-wanted ads appeared side-by-side in the December 16 *Minneapolis Tribune*. Both ads were seeking accountants. The first read:

> Accountant. To $17,000. Chief financial officer for local supermarket chain. Head staff of 16. Roth Young Personnel Service.

The other ad read:

> Accountant-International. $17,000. B.S. degree a must, MBA a plus. This position will report to the controller and be responsible for the European operation. Call Bob Culver at 335-1201.

Which is the more appealing?

Or compare these two secretarial positions advertised.

> Secretary to Manager. $575. Fee paid. Work directly for the manager of this great insurance company. You'll need accurate typing but not shorthand! This is a fun job with loads of variety working for a great boss! You'll need imagination and dedication. Our client offers great benefits and pays your fee. Call us quick at 339-0416 for all the details. (*Minneapolis Tribune*, December 16, 1973.)

The second:

> A career for you as an international secretary. Your job: Principal secretary to the Agricultural Attache at a U.S. Embassy abroad. Your mission: To be a key member of the Agricultural Attache's staff, performing a wide variety of secretarial and administrative duties. Distinct advantages and benefits: Opportunity to live and work in a foreign environment for two-year periods; Home leave in the U.S. between foreign assignments; Travel to and from foreign posts at Government expense; Overseas living quarters provided, or quarters allowance paid. (From a brochure published by the U.S. Foreign Agricultural Service.)

Our foreign language graduates have an enviable, an exciting, a diversified and profitable future ahead of them. It's about time we began to point it out.

Note

1. Dr. R. C. Perry, Director of Graduate School of International Management, in a speech given at Eau Claire, Wisconsin, on March 21, 1973.

5
Capturing Student Interest with Visuals

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Our World Is Changing

Last summer (1973) when my wife and I crossed the border from West into East Germany, East German police confiscated most of our newspapers, magazines, and books. One of the *Volkspolizei* warned that I could have been severely punished for trying to bring such materials into the German Democratic Republic. Yet all of East Germany can easily listen to West German radio programs and much of the country can receive West German television. Thus the *Deutsche Democratische Republik (DDR)* spends an inordinate amount of time searching luggage for contraband printed materials while it is being flooded with contraband ideas from electric media. At the same time the *DDR* has acknowledged the power of radio and television by promoting their development within East Germany. The *DDR* uses banners, posters, radio, and television rather well to hammer home its message regarding the new socialist state it is creating. The news also appears in lighted out-of-doors displays in a number of cities in the *DDR*. At the same time newspapers are small even by European standards.

The penetration of alien radio and television into the forbidding reces-

ses of the German Democratic Republic and the heavy use of those media under its control to promote the socialist state are symptomatic of the pervasive, irrevocable nature of non-print media in our world. The Western world is also no longer so print oriented as it once was. Our news is delivered largely by television or radio. Much entertainment is from the same source. Politicians request television time to talk to the citizenry. One president retires after television coverage of a war he has inherited divides the country; another president is "sold" to the electorate via the same medium. John Culkin, writing in the *Saturday Review*, estimates that students who graduate from high school have spent more time viewing television than they have spent in a classroom.[1]

Add to television the following: radio broadcasts, audio recordings, films, display lights, semaphores, waving banners, and posters, and we see that a massive amount of communication relies solely, or in a large part, upon sound and visual images rather than printed words. Even book publishers rely on colorful dust jackets to sell what is essentially an old-fashioned product.

What Are Media?

Actually any means of transmitting a message is a medium, thus the common use of the word to signify a person who transmits a message from the spirit world. A teacher is a medium, so is a textbook, the blackboard, a newspaper, and a magazine. Flat visuals (for example, pictures, flash cards, and posters) are a medium. The term electric media is used to refer to those media which use electric-mechanical equipment to reproduce an audio and/or visual message. Television, films, and audio recordings are included under this category. Examples of equipment used for electric media range from opaque projectors, overhead projectors, record and tape players, film projectors, filmstrip and slide projectors, radios, and television sets. In this paper we will be primarily concerned with the visual aspect of media.

Media in the world. In the relative calm of a rural society sitting down in the evening to read the Bible was comforting. It was also exciting as many an old timer will suggest as he points out that there are some pretty interesting stories in that book. The newspaper in an increasingly

urbanized society brought contemporary world events closer and became everyman's window to the world. In the first part of this century, the weekly newsreels shown in movie theaters began to dramatize world events. However, the newsreel was seen only by those who went to the cinema, and it lagged weeks behind actual happening. Radio came the closest to reality and the masses with direct broadcasts of the crash of the Hindenburg, bombings of major cities in World War II, and many other events. Demonstrating the public's orientation to radio as purveyor of news is the mass hysteria that accompanied the broadcast of Orson Welles's 1938 dramatization of H. G. Wells *War of the Worlds*. Despite the program's repeated announcements to the contrary, people believed they were hearing reports of an actual invasion by beings from another world.

The television screen has become the new window to the world. It is a favorite medium for presenting news, sport events, variety shows, and drama because of the convenience for the viewer, its ability to present events as they happen or to appear to do so, its ability to put the viewer in the center of the action, and its ease of comprehension. Note that the producers of *Sesame Street* and *The Electric Company* chose television as the medium to teach reading and not a book or a magazine. There are a host of visuals which, like television, are designed to catch the public's attention despite the high noise level and the many visual distractions of big city life. Some of these are oversize traffic signs, flapping banners, lighted billboards, flashing lights. Most transmit a simple message, "look" and perhaps "stop" or "go." They then depend on another medium to transmit a more complicated message if necessary. The various media sell. They sell goods and services in a consumer oriented society and in a noisy nervous world.

Media in the Classroom

As indicated above, a medium is necessary to transmit a message. We have also seen that some media capture attention. Essentially such media attract attention by providing something different from the surrounding environment, a change. Visuals located in an atmosphere such as Times Square must be especially insistent to cope with a high level of distraction. In the classroom the various visuals by their very intro-

duction add variety to learning and attract by their novelty. The visuals remove the teacher from stage center or replace a text for a time, offering a welcome change. Media for the classroom need not be as innovative as *Laugh-In* nor as garish as a neon sign in midtown Manhattan.

The language program, too, can profit from the use of audiovisuals. The same features that attract viewers to television, films, and comic books out of class can attract student interest in class. Color, action, and immediacy are features present in the three media. Even a picture of *Cordon Bleu*, or *Schwarzwälderkirschtorte*, though it lacks action, is likely to attract more attention than the name alone or even a wordy attempt to describe what each food is really like.

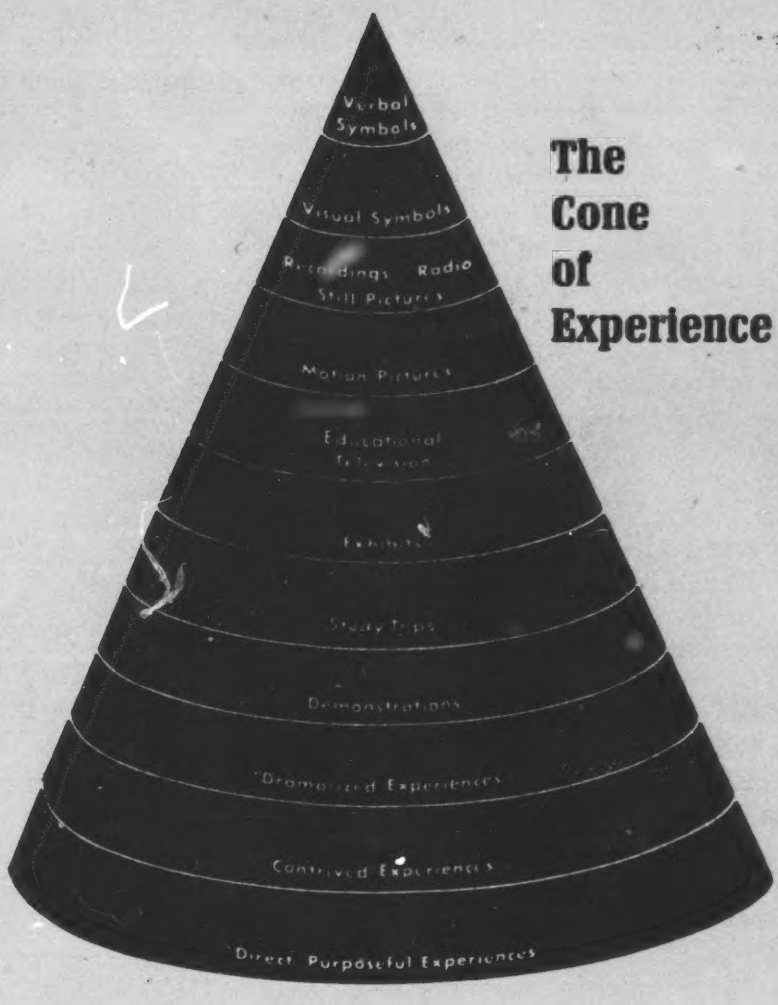
Visuals often arouse interest in a subject which is new to the viewer. This is particularly true of the media which themselves are attention-getting. Television coverage of the Olympics in Munich attracted a wide following even among persons who had previously shown only a low level of interest in sports. Sales of many heavily advertised products are demonstratively better than others which are apparently equally good but less avidly promoted. For the classroom teacher this means that a film or a set of slides may be used to introduce a unit of work. Even a clever bulletin board on the subjects can help establish the set needed for further learning.

Some media hold attention. As we have seen, many visuals that attract attention have a simple message. After that message is conveyed, the onlooker's attention may quickly stray, unless his attention has been directed to another medium whose message holds his attention. In the classroom media must hold the learner's attention for a longer period of time. The "come on" cannot be rapidly followed by "turned off." The simple answer is that the visuals themselves must be at least moderately interesting or involve learners in activities that interest them. Despite what many media specialists would like to believe, the teacher is relatively effective in this regard. Unlike most media, the teacher can both transmit and receive messages. Furthermore, teachers can adapt their responses to student messages to a greater degree than even the much lauded computer. They can reward and punish which other media do less well, if at all. All media may stir strong emotional responses

through the content of their message. Teachers have the additional advantage or disadvantage that they personally may trigger strong emotional responses based on a great many factors, some beyond their control. It may not be necessary for students to like their teachers in order that learning take place, but common sense dictates that students who dislike their teachers or are bored by them are less likely to achieve than students who are at least neutral in their feelings and find the teachers at least mildly interesting.

Learning materials that place an undue burden upon the learner will not hold his attention. Such a burden might result from an overly difficult lexicon or overly complicated and lengthy sentences. It also might result from the casual introduction of cultural material for which the learner has no background of experience. Edgar Dale has constructed a cone of experience to demonstrate the relative concreteness of various learning experiences (page 56).[2] The most abstract are printed verbal materials. Articles and stories depend heavily upon the reader's having previous experience with the language used. Visuals help explain the language and make much verbiage unnecessary. Articles and stories also depend upon the reader's ability to create his own image of setting and action described. On the other hand, the drawings in comic books, including the popular French series *Asterix*, carry a large amount of the message. Indeed, *Asterix* is particularly interesting for its ability to deal with an age remote in time as well as cultural stereotypes not always familiar to youth. Yet it is read avidly, and, if some references are not understood completely, the story is still understood and enjoyed.

The electronic media also hold the attention of their audience rather well. The glassy-eyed boy walking the streets of East Berlin while he holds his transistor radio to his ear and listens to a rock song played by a West Berlin station attests to that fact. So does the television devotee who refuses to be driven from a television movie or the Johnny Carson show by a long sequence of galling advertisements. Our experience in Minneapolis continues to be that recordings of popular songs from the foreign country are interesting to the American secondary students. Some videotape recordings from Mexican television also have had an enthusiastic response from students learning Spanish; commercials from foreign television have particularly intrigued our students.



The Cone of Experience

Visuals—Part I

Visuals can reinforce audio learning. The profession has long accepted the fact that students must hear how the language sounds via recordings or the modeling of a teacher; that is, seeing the language in print is not enough. During the 1960s the profession put faith in a long prereading period. This interval was supposed to reduce the confusion arising from the conflict between how a language sounds and how it is written. Now language teachers are finding that seeing the language in print reinforces the auditory image particularly for the many students who are eye oriented rather than ear oriented. Such reinforcement may be accomplished through reading in textbooks, using cue sheets, or reading text projected from overhead transparencies. The use of multimedia allows students to bring several senses into play in learning a new language. In one study Mueller and Leutenegger found a high dropout rate caused by emphasis on the audiolingual approach;[3] Sawyer found similar aversion to a teaching approach that stressed oral work exclusively. Later Mueller reported he had reduced the dropout rate with the addition of visuals.[4]

Visuals can help give meaning to words and utterances. Teachers commonly use pictures of objects to illustrate the meaning of new vocabulary in a lesson and to drill that new vocabulary. Visuals of dialogue action aid learning of the meaning of basic sentences and may be used as cues for dialogue memorization. Most visuals focus the students' attention on the learning material and tend to overshadow distracting influences. Even beginning students can generate simple sentences to describe an object or a person in a flat visual, filmstrip or transparency. As students gain in proficiency they can describe a more complicated picture including action that may be depicted.

Visuals and cultural learnings. Beyond the contribution that visuals make in assisting language learning is their effectiveness in teaching language and culture. Books are limited to writing about that which the student has probably never seen or experienced. Almost the whole of communication in a culture (that is, language, body language, and environment) can be conveyed by film or television. As Hocking has expressed it:

> There is no question of instructional TV (or film) replacing us and doing what we do; that has been tried and it failed. It is rather a question of its doing what we cannot do—putting the language into its authentic context of contemporary foreign life and bringing that life into our classrooms, in sight and sound.[3]

Flat visuals, filmstrips, and slides supplemented by sound stop the action so that it may be examined, discussed, and generalized before the learner moves on to other experiences.

Student prepared visuals. Most exciting for students is the preparation of audiovisual materials as a culminating activity for a unit of study. Ned Seelye suggests that students search through foreign magazines for pictures that show what the foreign word for "house" or "woman," and so on, really means in the other culture. The collection of pictures may then be displayed on a bulletin board for all students to examine. Classes of a colleague of mine each year produced an 8 mm film taking the theme of an American musical. Other classes have produced similar productions on slide-tape or on videotape. Other students activities are: (1) Developing bulletin boards based on a theme; (2) producing identity cards in the foreign language with pictures for all language students; (3) painting murals in the classroom; (4) developing large posters from student snapshots.

Visuals—Part II

Developing visuals for the language program. Granted that visuals may make a significant contribution to language learning; there are problems in initiating the use of visuals and those obstacles must first be overcome. They are:

1. Lack of interest on the part of some staff members
2. Lack of teacher time to prepare visuals
3. Lack of funds for purchase and development of materials
4. Lack of staff experience in developing and using visuals

It is my intention to show how the Minneapolis Public Schools developed a comprehensive program to encourage the use of various media in foreign language classrooms. Our intention is to capitalize on the interest provoking aspects of various media plus other advantages that they provide for improving learning.

Staff development. In the early 1960s little had been done in the way of preparing visuals for use in foreign language classrooms. NDEA and ESEA Institutes during the sixties helped build an interest in the use of audio materials, but did little to encourage the use of visuals. In the past eleven years the Minneapolis Public Schools conducted the following workshops and staff development courses: *Using the Language Laboratory, Making Transparencies, Choosing Materials for Teaching Foreign Languages, Contemporary French Culture, Contemporary German Culture, Contemporary Spanish Culture, Teaching Foreign Language in the Junior High School, German Conversation,* and *Teaching for Cross-Cultural Understanding.* Developing and using various media has been an important part of each of these courses. As a result of experiences in the courses we gradually developed a philosophy of encouraging the use of multimedia materials which has guided our curriculum development in the sixties and early seventies.

Obtaining supplementary audiovisual materials. Once we all were convinced of the need for such materials, we had to find suitable materials or develop our own. At this point, we were ready to settle for most anything that was available commercially.

Recorded materials. As in most school districts, we obtained commercially produced tape recordings when available for all textbooks which we purchased. Over the years, we have built an extensive tape library. This year we have 48 sets of master tapes housed in our central office. At the same time, we upgraded our duplication facilities so that we can produce high quality copies from these masters on demand. In 1960 we purchased tape recorders and headphones with jack boxes for all language teachers. Then, beginning in 1962, we launched a massive language laboratory building program which enabled us to install equipment in all senior high schools and all but two of our junior high schools. In addition, we are able to share in the use of high quality recording studios built primarily for our radio and television department. Using this equipment, we have been able to produce a German radio program, *Deutsches Kaleidescop,* plus tape materials to accompany a number of multimedia learning units developed in Minneapolis or elsewhere for beginning and intermediate level classes in some languages.

Slides. Beginning about 1963 we saw the need for slides to supplement

our textbook oriented program. We assembled teacher teams who suggested a number of ideas for culture based units. *Die Family Krause in Berlin*, developed with the assistance of an exchange teacher from Berlin, was the first such effort. Other such units were *Die Mauer in Berlin* and, in advance of the Olympics, *München Stadt der Olympischen Spiele*. The latter unit we were able to revise immediately after the Olympics and capitalize on interest in the events. Teachers also developed slide sets to use with units on French, German, and Spanish foods. Each set was produced with a simplified foreign language text and a more difficult one; thus, the sets could be used with first year students or with more advanced learners.

During the 1960s a great many commercial slide and filmstrip series became available. Many are excellent; for this reason and the fact that a paucity of good short foreign language films exists, we decided to build a sizable library of slides for circulation to foreign language classes. In a few years, we purchased more than 250 slide sets for use in French, German, Latin, Russian, and Spanish classes. Probably half of these sets were purchased as filmstrips, then cut up and mounted in slide frames. In this way the slides can be distributed in slide carousels and need not be handled directly. Each teacher receives a complete listing of slides available in a given language. In addition, each department was supplied with a Kodak carousel slide projector for its own use. Several departments have since bought additional projectors since they use the slides so heavily. One great advantage of slides over film is economy. The 250 sets cost about $5,000. By comparison, a like number of foreign language films, if they had been available, would have cost more than $40,000.

Transparencies for the Overhead Projector. In the early 1960s the overhead projector made its appearance. One of the major manufacturers of this equipment also produced a substantial number of transparency masters. We obtained these and in a workshop allowed teachers to produce transparencies from the masters. They also learned how to add color. Everyone produced a few of his own transparency masters as well. The result of the workshop was a marked increase in the use of the overhead projector by foreign language staff. Overhead transparencies were used to aid learning of basic sentences, memorizing of dialogues, performing

structure drills, and to cue oral and written compositions. Production, however, remained at that time an individual matter primarily dependent upon the effort of individual teachers who saw the need for special transparencies in their own classrooms.

Nonprojected visuals. In this one area teachers have been able to provide a fair number of visuals for their own use. By clipping pictures from various magazines, alert teachers have created attractive bulletin boards, taught vocabulary, and structure drills, taught basic sentences, and stimulated oral and written compositions. Many teachers did have to be convinced that visuals produced by textbook publishers were worth purchasing. Demonstration lessons taught by publishers, consultants, or by our staff demonstrated how these visuals brought the language out of the textbook into active and more concrete use. They demonstrated how students themselves could lead class activities with flashcards and posters. A series of slides developed in a University of Minnesota NDEA Institute and later used in a Northeast Conference presentation demonstrated a wide variety of potential nonprojected visuals. A Minneapolis teacher developed still other visuals for a presentation specifically for German.

Films. As indicated earlier, we are not overly pleased with the language learning films available to us from commercial sources. They are generally rather plodding, lifeless portrayals of life abroad. Exceptions to this generalization are the *Toute la Bande* films for French and the *Guten Tag* and *Wie Gehts* films for German. We have had to purchase some of the mediocre efforts, however, because there is nothing else. Also, we have produced several short experimental films to accompany a Spanish textbook. In addition, we have produced simplified taperecorded soundtracks for films that teachers wished to use with beginning classes. One of the films is incorporated into a unit on soccer.

Systems Approach

It should be clear from what has been written above that we were basically operating two teaching systems. Our target language was taught from a commercially available textbook program. If so-called

supplementary materials were available from the publisher, we purchased those as well. Such basic and supplementary materials in our opinion rarely capitalized on the potential of media to motivate students and increase their learning. Some teachers were developing textbook related materials to better meet the needs of their classes, but many were not. Thus, too many people were inventing the wheel and others had no file of textbook related materials. In addition to the basic text and its accoutrements in each language, we had developed a big supplementary program, unrelated to the first, based on a collection of films and slides, in addition to resource units for such special events as Christmas. These supplementary visuals and units served to "sweeten" the instructional program by giving teachers and students a chance to put the book away and do something else for a time.

By the late sixties we decided that both parts of the program needed upgrading. We first proposed to analyze systematically materials we intended to adopt. Based on our criteria, we would ultimately adopt a commercial textbook series. That is to say, we would choose what we felt was the best text for our purposes prepared by an experienced author team and a commercial textbook firm. However, also based on our analysis, we would set to work immediately to provide supplements to adapt the materials to our needs, gaining the many advantages of locally developed learning materials.

We have found the following shortcomings in commercially prepared materials:

1. They are rarely usable below 9th grade without considerable revision or supplementing.
2. They usually adopt a format which they repeat *ad infinitum* and *ad nauseum*.
3. They rarely include interesting visual and recorded materials.
4. They overestimate the students' ability to learn from repetitive drill or grammar generalization.

We set out to remedy these problems in our adopted textbooks so that (1) there were ample activities for younger learners; (2) each chapter had a variety of activities; (3) activities could be varied from chapter to chapter; (4) each chapter had visuals which could interest students; (5) the monotony of drills was relieved by learning games, realistic worksheet exercises, and role playing and; (6) teachers worked together de-

veloping and showing materials and learning activities.

Now when people write us for our curriculum guide, we have to confess that we don't really have one. Instead we have a collection of textbook related packets. These packets include unit objectives, suggestions for the teacher, games, transparency masters, activity sheets, extra study materials usually with a heavy visual emphasis, and (sometimes) tests. In our latest packets there are suggestions for individualization and small group work.

Mini-courses and LAPs. To supplement our basic instructional program we have the slide sets already mentioned and a film library. In addition, we have developed and purchased a sizable number of mini-courses and *Learning Activity Packages* (LAPs) for all languages. These courses are usually taught as units within the regular program. Each mini-course or LAP has slides and tapes that accompany it.

Videotapes. A year ago one of our teachers videotaped a bullfight on location in Mexico. He received permission to tape a number of commercial television programs as well. These have been well received by students and teachers who wish to see what foreigners are watching for entertainment. We are just beginning to produce videotapes of native speakers who are living temporarily in our area. One, a Spanish musician, has completed a videotape in which he demonstrates music from various regions of Spain and Latin America.

Promotion

Now with a declining school population we are finding visuals a promotional device to maintain language enrollments. In one school language students spontaneously developed posters encouraging their peers to sign up for language courses. Other language clubs have their members wearing buttons reading *"Yo hablo español"* and the like. The Minnesota Council on the Teaching of Foreign Languages has produced other promotional buttons and bumper stickers which our staff and students also display. Departments in many schools set up displays of photographs and realia on returning from our spring trips to France, Germany, and Spain.

Conclusion

A language department need not be overwhelmed by the task of developing an adequate audiovisual program for language teaching. Such development can take place over a number of years. First, staff members must convince themselves of the advantages of visuals for language learning. Then they must learn how to choose, develop, and use visuals to complement other media. The following are important questions to ask about possible use of medium:

1. Does the visual make a unique contribution?
2. Is the content accurate?
3. Is the content relevant to the learner?
4. Is the medium appropriate to the learning task?
5. Is the material technically of good quality?

Notes

1. John M. Culkin, "A Schoolman's Guide to Marshall MacLuhan," *Saturday Review* 50 (March 1967): 51-53, 70-72.
2. Edgar Dale, *Audio-Visual Methods in Teaching* (New York: Holt Rinehart and Winston, 1969), p. 107.
3. Theodore H. Mueller and Ralph R. Leutenegger, "Some Influences About an Intensified Oral Approach to the Teaching of French Based on a Study of Course Dropouts," *The Modern Language Journal* 48, No. 2 (February 1964): 61-64.
4. Theodore H. Mueller, "The Effect of an Audio-Lingual Program on Drop-Out Rate," *Modern Language Journal* 50, No. 3 (March 1966): 133-37.
5. Elton Hocking, "The Sound of Pictures," *The Modern Language Journal* 52, No. 8 (March 1968): 141-45.

6
15 Year-Old Students Can Do Cross-Cultural Research

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American educational systems seem to be in a constant philosophical bind. The result? Uncertainty. The source of this unsteadiness in purpose is not, however, found within our system of education. The wavering nature is caused by related institutions within our society. They create pressures powered by the backing of governmental funding sources. And the educational system strives to respond. The impression given to many by our feeble responses is that education is fickle. But, beneath the surface—at the very core of American education—a major goal remains constant: to teach students to *think*.[1]

What we teach students to think *about* is not, in my opinion, as important as whether we teach them to think or whether they learn to think. Yet in the past few decades foreign language educators have tended to climb out on a distant limb, far removed from the heart of the system. We have been concerned with *how* teachers should *teach* so that students will ingest a given portion of a foreign language. We have spent years concentrating on developing linguistic skills among students without facing the fact that only a handful of students attain acceptable levels of linguistic or communicative competency as a result of one, two, or three years of public school study.

What can we do to offset the negative effect of unsatisfied hopes? What skills can students acquire within the foreign language class that can be carried beyond that single course? How can student interest and motivation be increased without sacrificing the subject matter core of foreign languages? It is submitted that these questions can be answered by a redirection of our instructional format—by infusing within our curriculum a "discovery" element. By seeking out and developing "inquiry-discovery" exercises, and by relating these exercises to the long-established goal of "cultural understanding," we can provide students with a learning environment which is charged with "learning how to learn and think" activities without forfeiting any segment of the ongoing language learning.

Doing Sociocultural Research

A recent survey's results were presented in the *ADFL Bulletin* last spring. That survey found that graduate students in foreign languages felt unprepared to do personal investigation at a time just prior to commencing dissertation study. Imagine! Graduate students don't know how to do research! Combined with that conclusion is a personal one that I arrived at several years ago—language majors know precious little about the foreign cultures whose language they have studied long and hard. Both conclusions are smudges on our academic programs. Both reflect oversights in our presentation of the *content* as well as the *process* of learning.

Very few high school students have a firm reason for taking a foreign language. They are beginning this study at an age when fluency in the language is a doubtful result of their academic work. In my opinion, it is better that they know something about the foreign people; understand something about their life style, and have a general idea as to the role of their language prior to immersing themselves in total language study. To support that opinion, three types of related activities are presented below. Each demonstrates a manner in which students may gain valuable experience in solving problems, designing research strategies, attempting to retrieve information, and evaluating results. The content to be dealt with in these experiences is the sociocultural dimension of foreign language learning.

Problem Solving Exercises

By combining skills that students have learned in other courses with new challenges in the foreign language class, the student gains a greater appreciation for the "already learned" and the "yet-to-be-learned." None of the examples in this section can be solved by merely consulting a reference book. However, all can be solved by blending the entries of two or three reference books with some logical reasoning.

1. *"A touch of math"*
   a. How many kilometers per day did Balboa travel across the isthmus of Panama?
   b. What does your father weigh—in kilograms, in stones?
   c. What would you prefer to receive in exchange for one dollar: 6 Mexican pesos, 4 Swiss francs, 50 Italian lira, 30 Belgian francs?
2. *Leisure activities*
   a. If you lived in Madrid, during what months and on what days and at what time might you go to the *corrida?*
   b. Assuming that you were a French teenager living with your parents in Lyons, during what month would you be most likely to go on vacation to the "mountains?"
   c. If you were a fifteen-year-old student in Munich, on what days of the week would you have enough time to travel to Berlin?
3. *Cuisine*
   a. Many Frenchmen believe that a Chateaubriand is not complete without B_____sauce. What is the name of this sauce, and what are its ingredients?
   b. Describe the difference in menus between a "*Konditorei*" and a "*Café.*"
   c. What distinguishes a Spanish "*bocadillo*" from a Mexican "*quesadilla?*"
4. *Demography*
   a. Which Spanish speaking city experienced the smallest growth between 1960 and 1970: Morelia, Bogotá, Managua, Valencia?
   b. What is the largest (in population) French speaking city in Africa today?

These examples of "sociocultural puzzles" are indeed soluble by young

students. Their answers, when ascertained by students, provide basic data that eventually support the discussion of larger cultural themes. Also, the language component of the class need not diminish if exercises similar to those suggested above are viewed as out-of-class activities (replacing some of the usual homework). Last, a certain level of self-confidence arises from the student as a result of having done something or having uncovered something that no one else in the class previously knew.

Cross-Cultural Questionnaires

I have already developed materials for student use based upon questionnaires that had been administered in the target culture. (See Figure 1.)

Figure 1. **Mexican Womanhood: Roles and Characteristics**[3]

	Men			Women		
	Yes %	No %	Don't Know %	Yes %	No %	Don't Know %
1. Do you think that the place of the woman is in the home?						
2. Do you think that the man should wear the pants in the family?						
3. Do you think that many of your desires run contrary to your religious or moral beliefs?						
4. Do you think it is proper for a girl to go out alone with her boyfriend?						
5. Do you think that men are more intelligent than women?						
6. Do you think that the majority of married men have mistresses?						
7. Do you think it is natural for married men to have mistresses?						

Such items can be used both as conversational stimuli and as a means

of conveying cultural information. The foreign language poll is administered to students without their knowing in advance the responses which had been given by young people in the target culture. Then, the responses of the American students are tabulated and summarized on overhead transparencies. The differences and similarities are then discussed (in the target language) thereby using the foreign language as a vehicle for understanding the target culture.

It is also possible to take this procedure one step further and to involve the students in the preparation of the questionnaires. This process can become a joint effort of students at all levels of foreign language study. The elementary level students may be involved in the selection process of target subjects of interest (for example, contemporary music, leisure activities, clothing, etc.); intermediate students may work in small groups on the development of questions pertaining to the target subject (in the foreign language); advanced students may correct questions, supervise the questionnaire development of the intermediate students, and evaluate the results of the study. Ultimately, it is the teacher who is responsible for final screening of questionnaires and administration of the project. Nonetheless, the bulk of the tasks falls upon the students: creation, design, administration, and evaluation of questionnaires.

The questionnaires can be administered in a number of ways. The two most obvious manners are "on site" administration in the foreign country and "via mail." The former requires that either the students study abroad, during which time the cross-cultural questionnaires can be widely administered as a required experience of the study program, or that the teacher travel abroad to supervise the administration of questionnaires in lieu of the students. When foreign study is impossible, the establishment of a teacher liaison between the target country and the United States is required. This is relatively easy to accomplish, as has been demonstrated by model programs established in recent years (see Barbara Seaman, "The Pairing of French Lycée Classes and American French Classes," *American Foreign Language Teacher*, Fall 1971 and Fall 1972). Several embellishments to either administrative alternative are most desirable. For example, the same questionnaires may be processed in English and administered to random samples of students within the American high school. Their results may prove to be most interesting when compared to those received from the foreign group.

Observational Checklists[4]

Can a student who has studied no foreign language participate in rudimentary research exercises? In most cases, yes. Can a student who has but one year of foreign language study participate? An emphatic yes! The "Observational Checklist" is one learning activity that can be well managed by the beginning, as well as the advanced student. Language competency is not the main criterion for participation—being located in the foreign country is. Therefore, these checklists would be most beneficial to those who embark on "travel abroad" jaunts and "study abroad" programs as prods to sharpen their cultural awareness.

An "Observational Checklist" must be designed in advance of the trip. Again, this preparation is viewed as a worthy activity for foreign language students within the context of the cultural objective. The checklist is written and refined, placed in a manila envelope, distributed randomly to students when they reach their foreign destination, opened according to instructions, and completed per guidelines. The checklist will tell the student where to go, what to look for, how to tally that which he observes. No verbal interaction is necessary. The gathered data is the result of focussing on those things which are visually apparent—if one looks carefully. For example, if the "Observational Checklist" related to the theme of "Friendship," the student may be asked to note whether adult males characteristically gather at a cafe during the afternoon to chat and visit. The checklist will ask that the size of the group, the duration of the reunion, the location of the table, and the items eaten be noted. A follow-up observation of the café on future days of the week may establish a pattern from which a modest conclusion can be formulated.

Marketing procedures (bargaining, swapping, credit card usage, etc.), dress, transportation, social interaction, and numerous other topics can be covered via the "Observational Checklist." It is a very simple device for uncovering phenomena that would otherwise go totally unnoticed.

Do the Results Warrant the Activity?

Let us be very realistic and honest. A very large percentage of the activities that we design for students do not live up to our expectations.

We as teachers are collectively to blame for promoting activities that have no "payoff." Are the suggested activities merely more of the same? I do not think so.

One of our real needs in foreign language classrooms is for a content hub from which we can radiate in many directions. If that hub is the language, the "payoff" is slow in coming if indeed it ever comes. If we view the cultural objective as our focus of attention for related activities, we are fulfilling many needs simultaneously. First, the walls of the classroom have been pushed back so that our course relates strongly to the realities of the world. Second, we are providing a sound base from which students can test their own skill and mettle by solving problems. Third, we are demonstrating the "relevance" of foreign language study by using the language to retrieve previously unknown information. Fourth, we are adding to our currently sparse stockpile of current cultural data. Teachers *and* students need more information concerning the foreign cultures in order to chip away at the stereotypic images that exist due to our lack of knowledge of, or exposure to, foreign life styles. Although much of the accumulated information will be lacking in reliability and validity, some will be most helpful and most enlightening. Fifth, students will be confronted with the task of separating the *facts* from *fiction*. Sixth—and last—students will have gained some knowledge and skill through foreign language study that can be applied to other scholastic and postschool endeavors.

This instructional suggestion might possibly assist our profession by pulling us out of the negativism associated with our current dilemma while, at the same time, providing us with a more "humane" ambiance for learning within the foreign language sector of our school curriculum.

Notes

1. F. Andre Paquette, "Why Study Foreign Languages?" *The Case for Foreign Language Study: A Collection of Readings*, Northeast Conference Report, 1971.
2. Materials were distributed during the session to further illustrate the strategies mentioned below.
3. From a workshop paper by Dr. Frederick L. Jenks, Department of Foreign Language Education, Florida State University—Tallahassee. Original Spanish language source: Rogelio Diaz-Guerrero, *Estudios de psicologia del mexicano* (Mexico, D.F.: Editorial F. Trillas, S.A., 1968), p. 34.
4. (Examples were distributed during the session.)

7
Building Better Bridges in a Kaleidoscopic Society

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As teachers of foreign languages we are in the business of building bridges and training future builders. It is a matter of survival that we build bridges of communications.

Is not this what the world needs: more dialogue between people? People talking to people—and what is more important, people understanding people. One of the obvious obstacles to this kind of dialogue is the fact that people in various parts of the world speak some 5,000 different languages. The learning of just *one* language takes time and does not always guarantee a real understanding of those who speak that language. When I came to this country as a foreign student, I learned how hard it is to fully understand another people even with a fair knowledge of English.

I had had six years of English in school. I had learned to translate Shakespeare, Robert Burns, and others, but some of the most practical and useful terms we had never learned. Among the first words taught in a foreign language ought to be all the terms for *men* and *ladies*. I knew these words, but at a dance at a rather fancy place I found myself facing two doors marked "laddies" and "lassies" respectively. The one marked "laddies" *had* to be a misspelling. Once inside the wrong room I found the usual row of low doors. However, there was a feather sticking out

behind one of them. That could only mean one of two things—either there was an Indian behind that door or I was in the wrong room.

We see all around us the failure to understand one another, the failure to communicate. Parents are not getting through to their children. Teenagers feel that parents don't understand them. Students feel that it is useless to try to communicate and so they work through confrontation. There must be more and better communication. We cannot afford to isolate ourselves. We must build bridges of all sorts, in all directions and dimensions.

All too often we do not really try to understand the other fellow. It is much easier to criticize or even condemn. We finalize a break in communications by giving it a name, such as the "generation gap," or, "Do your own thing and let the rest of the world go hang." Never mind the other fellow's feelings, as long as yours are satisfied. Then we hurl accusations and insults across this gap. Yes, sometimes we even throw bricks. The newspapers contain daily reports of failures to communicate with those who speak the same language. Is it any wonder then that we run into difficulties when we try to communicate with those who speak different languages?

In 1968 at the Northeast Conference for Foreign Language Teachers in New York, Professor Stephen A. Freeman, then at Middleburry, stated:

> You and I are teachers of foreign languages. We believe that learning a foreign language is not an idle exercise or merely intellectual discipline, but that a foreign language, well learned, is a bridge of communication and contact with another people, another culture, which then becomes less foreign, more human, to the learner.[1]

There are about 2 billion people on this earth, speaking many different languages. As a linguist, I see a challenge in this to build bridges.

Allow me to get somewhat personal now. I spent the last two years of World War II as a political prisoner in a forced labor camp. Most of my fellow inmates were from various countries speaking many different languages. If ever a group of people needed to be able to lean on one another and strengthen and comfort each other, we had that need. Yet we were hampered because we could not talk to one another. During these years I developed a sense of urgency about reaching out to more people by speaking their language. I recall an incident when I was working across from an old Polish woman. One day the guards came to get her.

I knew from what the guards were saying that the old woman was physically unable to do her job effectively, that she was useless, and that she was to be eliminated. I pressed her hand but I shall never forget my frustration at not being able to *say* anything to her.

My first day in this camp we had to bury some inmates who had been shot by machine guns. Anyone who raised his voice during this activity was immediately shot down. You can imagine that at the end of such a day I had a burning desire to talk to someone. However, my cellmates were two Italians, a Czech, and a Russian. I could not talk to them; they could not talk to me. What was worse was that I sensed a hostility toward me because I was German. That night I could talk only to God. I learned a lot about prayer in the days and months that followed. I was careful not to shut myself off behind walls of resentment and self-pity. I kept my thoughts open to every opportunity to build and to maintain bridges. I learned that there is a great deal of communication going on without words. I found that thoughts, attitudes, and prayers communicate. Feelings of hostility toward me were gradually replaced with trust and love. One of the Italians and I discovered that we could talk a very limited English. During the day I frequently had a chance to talk to a Polish fellow who spoke German. But remember that I was ashamed that we had to speak in my language and that he seemed to know a lot more about my country than I knew about his.

My first Christmas there was an unforgettable event. We had formed a small committee to arrange for some sort of holiday celebration. Our committee had made good progress; we received permission to use the mess hall for Christmas Eve, and two friendly guards promised to get us a tree. Then the SS colonel in charge of the camp got wind of our project. He called us into his office and lectured us at length. Christ was a myth and Christmas a ridiculous fairytale, he told us. To make sure we could not proceed with our plans he had us placed in solitary confinement. Our cells were in total darkness; they were not large enough to lie down in nor high enough to enable me to straighten out completely. After indulging in self-pity for a while I began to pray very earnestly. Little by little self-pity gave way to a conviction that love could not be stopped by force. On the contrary, love was a force itself. I gained such a sense of joy that I began singing hymns. Soon I heard others joining in. This went on for several days until the morning of

December 24th, when the colonel had us ordered to his office. He explained that he felt impelled by *something* to let us have our celebration. What was that something? Something seemed to have communicated to him and impelled him to have a change of heart. Was it perhaps that sense of love which we had felt so strongly in our prayers?

I am certain that none of us who were present that evening will ever forget that Christmas. Obviously, there were no gifts exchanged. We simply sat around and sang. Some songs, like "Silent Night," had a common melody and were known to all. They were sung by all, everyone singing in his own language. At other times various national groups sang their own songs. There was an unforgetable sense of love and true communication. That kind of communication cannot be stopped by a wall in Berlin or a demilitarized zone in Vietnam, or by any other form of force.

The more I deal with people from other countries, the more I am impressed with my ignorance about them, hence with my need for building bridges. We need a deeper commitment in this country toward international education. The history of foreign language teaching here has been in direct proportion to the coming and going of isolationism. At present, the United States finds itself in another isolationist slump. However, it is a new brand of isolationism. Gerald Ford recently called himself an "internationalist" in the spirit of the late Senator Arthur Vandenberg. What kind of an internationalist was the senator? Like many other prewar isolationists he reluctantly accepted an international role in world politics for the United States. In the postwar period conservatives and liberals united against the common enemy of international communism. The fact that Richard Nixon—whose constituents were once inclined toward isolationism—has been able to pursue his foreign policy shows that the old tradition of isolationism is nearly extinct. This, however, does not mean the end of isolationism. A new isolationist spirit has been emerging for some time, in part as the result of our prolonged involvement in Vietnam. Kenneth McCormick recently wrote in *The Christian Science Monitor:*

> New isolationism, in contrast with its predecessor, is advocated by liberals disenchanted with Republican and Democratic internationalist diplomacy. It comes not out of fiscal conservatism, fear of involvement, or lack of concern for foreign nations, but from disillusionment with the effects of cold-war policies.[2]

The McGovern campaign advocated international withdrawal wherever U.S. influence was not contributing to the welfare of a society. This movement led to the defeat of the foreign aid bill on Black Friday three years ago. Conservative isolationists had always opposed foreign aid in principle. Now the liberals began to see in it a new form of American imperialism—"propping up repressive regimes and spreading strategic gains," to quote Mr. McCormick again. But this new form of isolationism carries with it a hopeful note, and it is one that I feel we must convey to our students in order to develop them into builders of new and more permanent bridges. And here I quote from Mr. McCormick's article once again:

> New isolationism may be a poor term for the anti-internationalism developing in the U.S. We might look to history for a more suitable descriptive label and come across England's William Ewart Gladstone and "Little Englandism." Perhaps no statesman is better remembered for his advocacy of small nations' rights to self-determination and his opposition to British imperialism.
>
> "Little Americanism" differs substantially from isolationism in the conservative tradition. It may appeal to some of the same instincts of setting one's own house in order before meddling in other peoples' affairs. But fundamentally it comes from having the deepest respect and concern for foreign nations, based on the hope that the U.S. can return to that salutary position of using power sparingly and befriending small nations seeking political freedom—for their own interest, not America's.[3]

It is this "deepest respect and concern for foreign nations" which we must build on. Increased vigor must be devoted to the building of new and more bridges. The exchange of students is being carried on on a far too limited basis. If some of the money now spent on destructive weapons could be channeled into a large-scale exchange of students, in a short time no more destructive weapons would be needed. We must begin to think of *some* study abroad as an essential part of every individual's liberal education.

Not long ago the goal of teaching foreign languages in this country was to provide a facility in reading. The stress today is on developing an oral facility in another language as a key to the thinking and culture of other people. In a recent survey on our campus, beginning students were asked their reasons for taking a foreign language. Three reasons far outranked all others: travel, enjoyment, and careers, in that order.

Let us help our students realize their dreams. Despite the energy crisis and other shortages we still live in an extremely affluent society. This is expressed in the interest in travel which carries with it obvious implications for what we should stress in class.

But now a word of caution: It is one thing to recognize that a sizable percentage of the students are interested in travel and then to design materials to meet that need. However, it would be a serious mistake to build a bridge to that need and to ignore all other interests. One of our biggest challenges is to recognize the great kaleidoscope of interests and to build bridges in all directions to meet as many of the needs as is humanly possible.

I should like at this point to quote once again from the speech by Professor Freeman:

> Far more even than the mastery of the language, the chief aim of a language class is to impart, through the language, and in every possible way, the thrilling experience of real communication with other human beings.
>
> We seek, not only to teach more and better knowledge, but above all to instill a right attitude. Every classroom is inevitable a molder of men and women. We seek, not to propagandize our pupils, not to make them French or Spanish, but to open their minds to the existence of other thoughts, other ways of seeing and doing, even the same ones expressed differently. When this is done well in connection with one culture, it is done well for them all. We seek to make better Americans who are willing to look at any situation, whether national or international, from the other man's point of view; Americans who respect honest disagreement and seek to resolve it; who know that there are two sides to most questions, as there are two banks of every river. I believe that a foreign language class is one of the best places to teach this lesson which the world desperately needs.
>
> We must therefore build bridges, as many as we can, of all kinds, and at all levels, for as many people as we can. And people will talk together with people. They will shake hands with their brothers in the middle of the bridge.[4]

It has been my observation that students who have been given the opportunity to learn a foreign language over a long period of time develop an open attitude toward other people, even other people in their own country. They care and they make the effort to try to understand.

Understanding the other fellow requires more than speaking his language. We must reach out to him with an open thought. I am sometimes horrified when I listen to people who have just returned from a

short summer trip abroad. They are now experts jumping to all sorts of conclusions prematurely. This is a common error which leads to the tearing down of bridges. When I first came to this country and landed in New York, I walked around the streets of that city and concluded that the U.S. was a very dirty country. In time, as I saw more of the country, my impression changed. The other day I ran across an article that I had written for a German newspaper four months after I arrived here. In it I severely criticized the American school system. It was a bad piece of journalism based on prejudice and insufficient insight. Since then I have learned to see many good features in that system which others could well benefit from. My opinions had been formulated too soon.

We mentioned commitment earlier. Commitment is important. It leads out of emotional uninvolvement, which is so deadening. But more than commitment is required to understand a people. You can have commitment to a principle; to understand a person or a people you need devotion. Learning about another people must be more than an objective, impersonal study. We should love the country we are learning about and we will find ourselves building a lot more bridges.

Dear colleagues, are you and I filled with the burning desire to contribute to better communication? There is every reason for optimism as we view the future of our profession at this point in time. Teachers are finally through jumping from one bandwagon to another. They are picking what best suits their personality from the cream of what the profession has produced. I actually look forward to many more bandwagons to enrich our classroom activities, but we shall no longer embrace them to the exclusion of everything else.

I feel that the downward trend in foreign language study has been with us just long enough to cause us to take a good honest look at our profession. But that trend is over. I believe that we are at the threshhold of renewed interest in foreign language study. I feel that this time there will be a growth in foreign language study based on our deep commitment to what we have to give. This increase will not be the result of some external stimulus but of the maturity and commitment of the profession. The FL teacher of today is ready to thoroughly help his students become worthwhile human beings, ready to reach out to their fellow men, ready to communicate. As his own view of his professional activity becomes

more kaleidoscopic, the teacher is better able to prepare his students for a kaleidoscopic society.

Our efforts in building bridges will also begin to break down all fragmentation within the profession. Our profession must be unified in order to be strong. Why not begin with better communication among our own colleagues?

A few years ago when the position of state supervisor was eliminated in Colorado, the teachers responded by forming a workshop, which I have been conducting. One of our topics has been the promotion of foreign languages. Let me mention just a few of the promotional activities that have led to increased communication in our classes, among colleagues, with administrators and the community.

At about the time of preregistration, several junior high school teachers took groups of students to the sixth grades feeding into their schools to put on plays or puppet shows. High school teachers did the same with junior high schools. One of the most fruitful activities from the standpoint of building bridges was a teacher exchange. A high school teacher and a junior high school teacher exchanged positions for three days. If nothing else, those teachers appreciated each others' problems much better than before and a tremendous step was taken toward better articulation. The teachers in one junior high school planned a special language fair to which they invited the sixth grades and their parents. In December they had taken groups of students to the grade schools in the area to sing Christmas carols in various languages and to announce the forthcoming fair which was held just before preregistration. The night of the fair the school was decorated with flags and posters; the visiting students and their parents were given colorful name tags. In designated rooms a variety of activities were going on simultaneously. There were videotapes of typical class sessions; a café featured foreign cuisine; in the media center, one of the teachers gave a 15 minute presentation on "Language Goals and How to Achieve Them"; there were exhibits of students' work, presentations on the efforts of the language clubs, and a room in which explanations were given by teachers. In the auditorium, an assembly was held with the pledge of allegiance recited in several languages, songs, folk dances, and short talks on "Why Study a Foreign Language" by a doctor, a nurse, a teacher, a lawyer, and a business man.

At an assembly of this type having the principal say a few words makes for marvelous public relations. Even if he flunked French many years ago, the principal will now have to say something positive about foreign language study. If this happens often enough—who knows—he may become a convert. In programs for the public it is essential to involve members of the school board and the administration. Let us quit putting a collective curse on all of those groups. Counselors and administrators are professional people who make decisions based on what they honestly consider best for the student. They really don't stay up all night thinking of ways to curtail the foreign language program. Let us involve them in our plans and keep them informed.

Some foreign language faculties have prepared pamphlets with titles such as "Foreign Language at John F. Kennedy High School." These are prominently displayed in the principal's and counselors' offices. In preparing for a language day or language week, other departments can be included. With the help of the foreign language teacher the home economics department can study special menus and prepare tantalizing dishes. The art department can study foreign masterpieces and help prepare special posters. The choral director can be asked to prepare some special numbers with the language teachers helping on pronunciation. It is up to us to foster a spirit of cooperation. In some of our schools, the interest of other faculty became apparent when many of them wore dirndl dresses and other costumes for the special language occasion. During such events the entire school becomes aware of what the foreign language department has to contribute. There are posters everywhere, like "Happiness is speaking French," or "Herren" and "Damen," or "Will English Be Enough by the Year 2000?" On other posters a funny or sexy figure cut out of a magazine with the photograph of an actual student's face superimposed on it was captioned, "Do you speak German? Mary Downing does!" Students prepared clever bumper stickers. The school announcements included statements in foreign languages. At one school the half-time activities at a football game featured an international theme through folk dances, announcements in various languages, and recognition of exchange students. In several schools students have screen-printed promotional slogans on the fronts and backs of their T-shirts. In one school the Olympics symbol and the name of a language club appeared on T-shirts advertising a volleyball

tournament, olympic style, between the language clubs in that school.

Language camps are one of the most popular promotional activities catching on all over Colorado. These are usually three day weekends during which a ranch, a lodge, or YMCA camp is converted into a French, German, or Spanish village. Authentic menus, songs, dances, movies, games, and signs create a foreign atmosphere in which students speak the target language with each other, with invited native speakers, and with all of the language teachers of that district. After a thorough passport and luggage control and a welcome by the *Bürgermeister*, students and teachers are in for an experience during which they can truly concentrate on communication.

One of the real benefits of any of these promotional activities involving the whole school or the district is that teachers are placed in a position where they work together to achieve a common goal. As we all know, bridges of communication among our colleagues often need reinforcing.

Any such event must receive adequate coverage in the newspapers, the school paper, and maybe even television. Such coverage will not be forthcoming unless we communicate with the media. After all the work that has already gone into preparing for the event, why not follow through with one more step and assure adequate publicity before and after? If students don't read anything else during the year, they do pour over the Annual. Why not make sure we have supplied the Annual staff with sufficient pictures of our activities?

In Leadville, Colorado, a Spanish language radio station is run by students. The teacher there was trying to find a way to work with those students coming from Spanish speaking homes. In another town a community survey was to be conducted. Fourth year Spanish students were employed to conduct the survey in the large Spanish speaking segment of the population. One can well imagine the impact such an experience in true communication must have had on those students as well as on the community. The important thing is that it was up to a language teacher to have the idea and to follow through on it. Other teachers have offered short language-for-travel courses through the P.T.A. In a school with a large Latin population the Spanish teacher taught Spanish to the staff, including the principal, to enable them to communicate with the Spanish speaking parents.

In two instances the Spanish teachers visited restaurants with Spanish

names and noticed that none of the waitresses spoke the language and that the menus were entirely in English. They wrote a letter to these restaurants offering to translate the menus and to teach some basic Spanish phrases to the personnel. These offers were gratefully accepted and another bridge to the community was successfully erected.

One teacher attributed a sizable increase in enrollment to a letter he sent toward the end of the year to the parents of his students asking them to encourage their youngsters to continue the study of the language. The letter pointed out that Johnny had the beginnings of a good foundation in Spanish, that he was making good progress, and that it would be a serious mistake not to continue. Recreational and career opportunities were pointed out. This is an example of how a teacher, instead of complaining about decreasing enrollments, can spend a small amount of time following through on an idea and receive large dividends through better communication.

Obviously, all of these promotional ideas are a total waste of time unless they are supported by the underpinning of effective classrooms. Here I should like to inject a plea for content. If we put all of our efforts on the vehicle of communication and don't give our students any idea content to talk about, it is no wonder that very little genuine communication takes place in our classes. The late George A. C. Scherer used to tell his teacher trainees not to train ignorant polyglots. Along with the vehicle, let us give our student something exciting to talk about. What do you say after you say "hello"?

In dealing with his students, the foreign language teacher knows that they will be living in a kaleidoscopic world. Right in this country they must be able to function within a number of cultures. If they should ever go abroad, they must be sensitive to cultural differences. The wise teacher will not only point out some of these differences but he will equip his students with a sensitivity to other cultures which will stand them in good stead regardless of where their life might take them.

What we have been saying about building bridges obviously applies just as strongly where linguistic barriers do not exist. When various groups in society make some very strong demands, do we instantly condemn them or do we try to understand them? They may just have something to say to us that we should listen to. This attitude certainly would lend itself more toward building bridges. All too often we make the mis-

take of organizing against some outside force or thought, thus solidifying the differences instead of trying to overcome them. You can see examples of this everywhere you look. Students vs. university, faculty vs. administration, labor vs. management, teacher vs. administrator, or parents, or school board. We must take positions on issues confronting us. Too often, however, personal involvement results in commitment to an organization and a resultant loss of individuality. Some people hide behind routines and forget to preserve their individuality. We must be committed but remain individuals.

There are teachers who feel that they are failures unless they embrace each new teaching technique that comes along, whether it fits their unique individuality or not. The teacher must know under what circumstances he functions best and must carefully weigh what will enhance his teaching and what will all but destroy him.

When an individual becomes so involved with a cause that his capacity to reason is sacrificed in order to further the good of this cause, the usefulness of that person has become questionable. Many young students in their blind commitment to a cause have become so self-centered that they fail to see those hands which are actually stretched out to them. These students have become ineffective as individuals. I have seen many a person develop a true concern for love and peace. But then they become so entangled with a movement supposedly furthering these ideals, that they soon become involved in activities that are destructive to the rights of others and which increase dissent and hatred. They have failed to preserve their individuality.

Let us rededicate ourselves to building bridges to our students, to our colleagues, to school administrators, to the community, and in as many directions as we can. And let us make it our solemn obligation to round out our students' education by giving them the tools to build bridges. As foreign language teachers we are in a unique position to do this. And "people will" indeed "talk together with people," "they *will* shake hands with their brothers in the middle of the bridge."

Notes

1. "Let Us Build Bridges," *Northeast Conference on the Teaching of Foreign Languages: Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids. Reports of the Working Committees* (1969), p. 113.
2. Kenneth McCormick, *Christian Science Monitor* (November 27, 1973):26.
3. *Ibid.*
4. *Op. cit.*, p. 124.

8
Los Olvidados:
Meeting Bilingual Education Student Needs at the Secondary Level

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Public Schools of Milwaukee Wisconsin

One of the most neglected areas in bilingual-bicultural education in many Spanish communities has been at the high school level. By ignoring bilingual-bicultural education, our secondary schools have failed to take advantage of an exciting curriculum innovation that could successfully meet the needs and interests of many different kinds of students.

Among the many students who could profit from a bilingual-bicultural program are:

1. The newly arrived non-English student from Puerto Rico or Mexico who is unable to understand the concepts of subject content courses because they are taught in English—a language that, as yet, he does not understand
2. The student who was born in the United States but who has a foreign language background, comes from a home with a different culture, is seeking a sense of self-identity, and who could easily become bilingual-bicultural
3. The English dominant student, who has completed two years of foreign language instruction, and who could develop his language skills more meaningfully in a subject content course taught bilingually.

Valuable human resources have been wasted in Spanish communities because of neglecting to develop the bilingual-bicultural potential of students who come to school already knowing how to understand and speak Spanish as learned in their homes. Failure to assist students to develop these natural skills into the "salable" language skills needed in the occupational world is an indictment of the educational program of the high schools.

Survey of Bilingual Programs in High Schools

In spite of the many advantages that bilingual-bicultural education offers to the high school student, only a handful of high schools have initiated programs. Only 32 school systems in the United States in 1972-73 had a high school bilingual-bicultural program funded under Title VII of the Elementary and Secondary Education Act, according to a survey report published by the Dissemination Center for Bilingual-Bicultural Education.[1]

The 32 projects are located in just ten states and Puerto Rico. California was out in front accounting for 12 school districts with a bilingual-bicultural high school project, followed by Texas with a total of six. New York listed five projects. The remaining projects were divided up between Arizona, Connecticut, Massachusetts, New Jersey, New Mexico, Pennsylvania, Puerto Rico, and Wisconsin. No Title VII high school projects were listed for the southeastern part of the United States. Wisconsin was the only midwestern state involved in a high school program funded by Title VII-ESEA. The survey did not include those bilingual-bicultural high school programs funded by state monies, local monies, or by other sources.

Spanish-English was the most popular bilingual language combination in 30 out of 32 high school projects. Navajo, French, and Chinese were the only other languages listed. Another interesting, but discouraging, bit of information revealed that only a few of the high school projects had bilingual-bicultural programs extending through the 12th grade.

Focus of this Report

The purpose of this report is to share with you some of the high-

lights of an innovative Spanish-English bilingual-bicultural education program at South Division High School—one of the Milwaukee Public Schools. Funded by Title VII and Title I of the Elementary and Secondary Education Act and local funds, the Milwaukee Bilingual Education Program began in 1969. Other schools in the Milwaukee program were Lincoln Junior and Senior High School and Vieau Elementary School.

Finally, the report will include recommendations for implementing a bilingual-bicultural program at the secondary school level.

Ethnic Background

Located in a multiethnic community, South Division High School has a concentration of Mexican American and Puerto Rican students. In 1972-73 the enrollment was 1,866; of this number 292 were Spanish-surnamed. One hundred fifty-five of these students participated in the bilingual program during that school year.

Situation prior to bilingual-bicultural program. Prior to establishing its bilingual-bicultural program in 1969, South Division had provided an English as a Second Language program for its non-English speaking pupils. It also offered a Spanish for Spanish Speakers course. However, a decided need over and beyond the basic subject offering of English as a Second Language became clearly evident. After students had acquired a basic understanding and speaking knowledge of English, they usually were still behind their peers in subject content knowledge. They also were in great need of continued specialized help in developing reading and writing skills. It is a mistake to assume that this will be accomplished automatically. Without further help through a bilingual-bicultural program, the chances for student failure, frustration, and eventual "drop-out" are magnified. This "twilight period"—that time in the student's school career after he has acquired a basic working knowledge of English—is a critical stage, and all efforts need to be directed to insure that the student experiences success and not frustration and scholastic defeat.

Spanish for Spanish Speakers. Although the "Spanish for Spanish Speakers" subject offering was a vast improvement over the previous situation when Spanish background youth were heterogeneously placed in

Spanish classes with nonnative speakers, it still did not provide all that students needed. Subject content courses taught bilingually were essential! We were losing the human resources of the Spanish speaking student's native language and culture and not capitalizing on his experiential background. In brief, up to that time not enough was being done to develop the students' potential bilingually and biculturally.

Parent, student, community involvement. With the need for bilingual education quite evident, preparations for direct involvement of parents, students, and community agencies were made. South Division was one of the two high schools and two elementary schools that participated in the Milwaukee project. Letters to parents inviting them to a general community meeting, along with information sheets explaining the basic elements of the Bilingual Education Act of 1967, in Spanish and English, were distributed at school. Students were asked to take them home to their parents.

In addition, a meeting of all Spanish background students was held at South Division prior to the community meeting. The purpose was to give students background knowledge regarding bilingual education, and to inform them of procedures for their selecting one of their students as a representative on the Bilingual Advisory Committee.

Development of the Program

The bilingual-bicultural program that began at South Division in 1969 is now in its fifth year. Starting as a minimal program of one bilingual subject offering, it has gradually developed and expanded by profiting from the experience gained each year. The following is a brief description of the program.

Goals

1. To increase the school staff's understanding and appreciation of the Spanish speaking students' potential and cultural background.
2. To develop bilingualism and biculturalism in Spanish background and English background youth through a systematic and well-planned program of continuity.
3. To cultivate in Spanish speaking students a pride in their native

language and culture and a more positive self-image as they make the transition to another culture and language.

4. To improve the students' chances for academic progress and success in his school subjects.
5. To strengthen school, student, parent, and community relations.
6. To promote mutual understanding and respect between Spanish background students and English background students through interaction in school activities as well as in activities in the bilingual classrooms.
7. To motivate English speaking students to communicate in Spanish and to develop the skills needed to do so.
8. To increase the newly-arrived Spanish speaking student's confidence by providing him with subject content courses that he can understand because they are taught bilingually.
9. To motivate parents to become more involved in the educational process and to become aware of the communication channels that exist between home and school (especially through participation at Bilingual Advisory Committee meetings and in contacts made with the Bilingual Students' Advisor.)

Continuity. South Division now has a continuous bilingual-bicultural program from grade 10 through grade 12, with students able to enroll in at least one bilingual subject each year.

Bilingual-Bicultural Subjects Reflect Continuity

Subject	*Grade Level*	*Year of Implementation*
Spanish for Spanish Speakers	10-12	1967
Hispano-American Culture, Language, and History	10	1969
United States History	11	1970
Bilingual Reading	10-12	1970
Personal Economics	12	1971
The Hispano in an Urban Setting	10	1972
Bilingual Sociology	12	1972

Not only is continuity in bilingual education provided for the student during his years at South Division High School, but continuity is also

the goal at Vieau, an elementary school located in South's school district. The bilingual-bicultural program which began at Vieau School in 1969, the same year South Division started its program, now includes kindergarten through grade 5. Plans at Vieau call for one bilingual grade being added each year until all eight grades have a bilingual program. Since Kosciuszko Junior High School also has a bilingual subject offering at the 9th grade level, Vieau School pupils who go on to South Division via Kosciuszko are assured of a continuous program of bilingual-bicultural education from K-12.

Hispano American Culture, Language, and History was the first bilingual-bicultural social studies subject added to the curriculum. The title reflected those concepts that were considered important in developing subject content that would be most meaningful to students enrolled in their first bilingual-bicultural course. It was offered as a 10th grade subject for students in their first year in senior high school. The objectives include:

1. Help students obtain a better understanding of the background and contributions of Spanish Americans to the United States.
2. Increase self-identity and pride.
3. Give Spanish background students as well as English dominant students (who have had at least two years of Spanish) an opportunity to mutually help each other acquire the communication skills of each other's language.
4. Provide an opportunity for newly-arrived Spanish speaking students (who know no English) to gain confidence as they learn subject content material in English—at the same time that their own Spanish language helps them bridge the gap from one language to another.
5. Help Spanish speaking students, who have little or no knowledge of United States history, to obtain an understanding of certain concepts of this history before they enroll in the compulsory United States history course in their junior year.

The Hispano in an Urban Setting is one of two bilingual-bicultural social studies offerings at the 10th grade level. It came into being because the subject offering, "Hispano American Culture Language and History", was also offered at Kosciuszko Junior High School, a "feeder school."

Thus, it was necessary to establish another 10th grade bilingual offering so that students could maintain continuity in their bilingual program selections at South Division.

Bilingual United States History, offered at the 11th grade level, and *Personal Economics and Sociology* as bilingual offerings in the 12th grade guarantee continuity for students desiring at least one bilingual-bicultural offering at each grade level.

Bilingual social studies classes are taught by native Spanish speakers who divide class instruction about equally between English and Spanish. Students participate and answer questions in either language, depending upon their preference.

Students with a Spanish speaking background also participated in discussions concerning selection of the 11th grade bilingual subject offering. Since United States history is a required subject for graduation and is usually taken in the 11th grade, it became a logical choice. United States history also provides continuity for students who were enrolled in the Hispano course in the 10th grade. Students also profit from background information on United States history that they received while enrolled in the Hispano course the previous year.

Textbooks

When the Milwaukee program began in 1969 there were not as many bilingual education books available as there are now. The following are some of the textbooks selected by teachers and supervisory staff as those that they believe serve their purpose—at least until they discover others that may be more appropriate. The subjects are listed first and then the titles of the textbooks are given.

HISPANO-AMERICAN, CULTURE, LANGUAGE, AND HISTORY

Colorado, *America de Todos*, Rand-McNally, 1967.

N. Poan, *Como Viven los Mexicanos en Estados Unidos*, Bro-Dart Books, 1966.

L. Cabat and R. Cabat, *El Mundo Hispánico*, Oxford Book Co., 1970.

Historia de la Civilización Latinoamericana, Bro-Dart Books (Las Americas) Publication Co., New York), 1965.

Las Americas Ayer y Hoy, Bro-Dart Books, (Editorial of the Department of Public Instruction), 1969.

E. McGuire, *Puerto Rico, Bridge to Freedom*, Macmillan, 1967.

Puerto Rico y su Historia, Volume VII, Bro-Dart Books, Department of Public Instruction, 1968.

Greco, *The Story of Latin America* (junior high school), Field Educational Publications, 1971.
Bailey/Cruz, *The Latin Americans: Past and Present* (senior high school), Field Educational Publications, 1971.
BILINGUAL UNITED STATES HISTORY
Abramowitz, *American History Study Lessons*, Follett, 1969.
Davis, *Backgrounds for Tomorrow*, Macmillan, 1969.
Schwartz, *Exploring Our Nation*, Globe, 1968.

Non-English, Spanish background students must have available to them printed and audio materials in U.S. history that they can comprehend. To provide for this need, Milwaukee has received permission from Follette's Publishing Company to translate into Spanish the "Unit Overview" reading selections from the textbook: *United States History* by Jack Abramowitz. The product will include a printed booklet and audiotape cassettes. The cassettes contain the "Unit Overview" reading selections presented in both Spanish and English. Native Spanish speakers have recorded the Spanish version.

Excellent bibliography. Teachers and supervisors who are seeking textbooks and materials for their bilingual-bicultural education programs will find an excellent resource in the following book compiled by Helen Alvarado and published by the Bilingual Education Service Center of Illinois in 1973: *Curriculum Materials for Bilingual Programs, Spanish-English, Pre K-12.* As indicated in the Foreword:

> Teachers will find it a valuable aid in identifying suitable instructional materials. It puts to rest the myth that there are few adequate materials for bilingual programs . . . all of the materials referred to in the present publication are available for examination at the Bilingual Education Service Center in Mount Prospect.[2]

Bilingual reading specialist. South Division has two bilingual reading specialists. Their major function is to help students who are behind their grade level in English reading skills and comprehension. Besides this, however, the specialist devotes himself in every possible way to improve the student's chances of academic success in his school subjects. The Reading Center now serves as a Learning Center as well. Individual help is given to students by the specialist teacher as well as by teacher

aides or student tutors under his guidance. Students drop in during their study hall periods if they need additional help in specific areas. Conferences are held by the bilingual reading specialist with the subject teachers of students who might be having special difficulty in a particular class. In the exceptional case where a newly-arrived non-English speaking student is unable to read either English or Spanish, the bilingual reading teacher will begin his reading instructions in Spanish.

Other Services in the Bilingual Program

In addition to the bilingual-bicultural subject offerings, South Division High School also provides the following to its Spanish background students: Bilingual counselor services; bilingual students' advisor to help with personal problems; tutorial help from students who are paid for their services; field trip experiences including an orientation visit to the University of Wisconsin—Milwaukee; a Bilingual Club primarily devoted to cultural and social activities such as a song and dance group and participation in community parades.

The important responsibility of the noncertified position of Bilingual Students' Advisor is to help improve the chances of success in school for every student of Spanish background. South Division has two advisors who work to make the link between the school, student, and home as effective as possible. Often students have personal problems that they would rather discuss with a person who speaks their own language and knows their culture, rather than with the regular monolingual school counselor. This is the role the advisor plays.

Some ways the bilingual students' advisor provides assistance are:

1. Help students who have discipline problems.
2. Help newly-arrived students become properly oriented to a new school environment.
3. Help students regarding economic difficulties (lunch, books, clothes).
4. Find ways and means to help each student acquire a positive self-image.
5. Encourage students to remain in school.
6. Assist bilingual teachers with fiestas and other programs.
7. Help involve parents in school and community activities.

8. Work closely with the guidance director to insure that problems are quickly identified and solutions determined.
9. Act as interpreter when needed.
10. Visit and counsel with parents *before* problems with children arise to establish rapport, as well as when problems arise.

The teacher of bilingual social studies offerings has the following Milwaukee teacher guides to assist him: (1) *Bilingual Education Social Studies Offerings: Performance Objectives at the Secondary School Level.* In addition to the performance objectives, the guide contains the philosophy, goals, processes and recommendations for textbooks and other supplementary books and materials as identified by teachers and supervisory staff. (2) *The Bilingual Reading Specialist—A Teacher's Guide* provides the reading teacher with helpful guidelines for implementing a bilingual reading program at the high school level.

Of utmost importance for the success of any bilingual-bicultural program is helping other faculty members who are not bilingual understand the philosophy and goals of bilingual-bicultural education. South Division's bilingual staff has spoken at faculty meetings and it also developed a "catchy" memorandum to all homeroom advisors. The memorandum was in regard to "Programming of Students into Bilingual Program Classes or Everything You Wanted to Know About the Bilingual Program but Were Afraid to Ask." Using an effective question-answer format, the bilingual teachers clarified certain items that may have been hazy in the minds of other nonbilingual staff members. Here are some of the summarizing statements:

1. Bilingual program classes are open to all South Division students, not only to Latin students.
2. Nonhispano students with two years of Spanish are welcomed into the program. The program is not restricted to only those from a Spanish background.
3. Two languages are used as a means of instruction. Content learning is the goal.
4. Bilingual classes are *not* aimed at the special "C" group. The course of study is demanding and the students are grouped heterogeneously.
5. There are five bilingual course offerings and more are in the planning stages, dependent on staff availability and student desires.

6. Bilingual classes do not differ greatly from those of regular social studies classes. However, both English and Spanish are used in the classroom and each student may participate in the language in which he is the most comfortable.

Bilingual Bulletin/Boletín Bilingüe, one-page bulletin, published periodically by the Milwaukee Public Schools, is printed on one side in English and the other in Spanish. It provides news to parents, community, and school staffs regarding what is happening in bilingual-bicultural education in the Milwaukee Public Schools. News of student activities, such as South Division's participation in the Mexican Independence Day community parade and the crowning of a South girl as Miss Mexican Independence, appear in the *Boletín Bilingüe*.

Preservice, Inservice Workshops and Meetings

Workshops geared to the more practical and realistic problems that face the teachers in their daily bilingual classes are essential. As problems arise and are identified, meetings are held to discuss the areas of concern. Workshops provide an effective way of finding proper solutions through mutual cooperation and discussion.

In addition to inservice sessions for bilingual teachers, an eight-week bilingual education workshop conducted by the bilingual supervisory staff was held to help the teachers and administrators in the city better understand the Spanish background student. Titled, "Understanding the Culture of the Spanish Background Student," highlights of the workshop were the following:

1. Concepts of bilingualism: What it is. What it is not.
2. Panel of students: "Our Schools—Things that are good and not so good"
3. Panel of parents: "The Schools and Our Children—Latin Parents Express Their Concerns and Views"
4. Problems Latin students face: Culture, Language, and Social Adjustment.
5. Equal Educational Opportunity: Where Are We? Where Are We Headed? *Presenter:* School Board Member

In brief, an important aspect of the bilingual-bicultural program has

been the involvement of the students, parents, principals, teaching staffs, and regular supervisory staff with the bilingual supervisory staff. Movement has been made toward having schools who are participating in the bilingual program establish their own local advisory committee. South Division has moved in this direction. In this way, more parent involvement and input is encouraged and parents can become more informed about their children's instructional program.

A screening subcommittee, representing the bilingual advisory committee, also participates in interviewing and making recommendations regarding every bilingual teacher or teacher aide being considered for the bilingual education program.

Evaluation of the Program

The Milwaukee program, as part of the requirements under Title VII, ESEA funding has had an evaluator assess the objectives, progress, and achievements in the program since 1969. In the "Evaluation Report, 1972-73" the evaluator reported the following findings concerning the secondary school evaluation at South Division[3]:

1. The availability of current work and a good job after graduation were the prime concerns this year as they were last year. When the Bilingual Program started in 1969, students' main concerns centered around test taking, school work, personal problems, and acceptance by others.
2. The number of Spanish background students who graduated in 1972-73 increased threefold over 1971-72. Support by bilingual students' advisors and the tutoring program contributed to motivation to have students remain in school.
3. Since the Bilingual Program began, a serious Spanish-American problem has disappeared; demonstrations and walkouts no longer occur.

A greater awareness of the needs of Latin students has become noticeable in the Milwaukee Public Schools. A special School Board Committee was formed for the "Equality of Educational Opportunity for Spanish Speaking Students." Principals of schools with a sizable Spanish background enrollment gathered concerns and recommendations from parents, students, teaching staffs, and community. As a result of this, the Board of School Directors approved a special $239,000 program for improving educational opportunities for Spanish background students.

Besides including additional teacher staff, teacher aides, two counselors, a social worker, and psychologist, the program included the hiring of an administrative specialist who would oversee the administrative details and who would serve as a liaison between the Milwaukee Public Schools and the Latin community.

The initial Milwaukee Bilingual Program of one elementary school and two high schools has now expanded to four high schools, two junior high schools and five elementary schools.

Recommendations for Implementation of a Bilingual-Bicultural (Spanish-English) Program at the Secondary School Level[4]

1. Request your school board to establish a special committee to review the educational program and make recommendations that would provide equal educational opportunity for Spanish background youth.
2. Encourage local school districts to employ Spanish background teachers for regular classes as well as for bilingual classes.
3. Establish guidelines to help local schools arrive at the decision as to whether the bilingual program will be: (a) developmental (maintenance of skills), or (b) transitional.
4. Place more emphasis on bilingual-bicultural education for students in the difficult adolescent years at the junior and senior high school level.
5. Provide a continuous bilingual program in high school from grades 10 through 12 so that students are able to enroll in at least one bilingual subject each year.
6. Establish a course of "Spanish for Spanish Speakers" at the junior and senior high school levels.
7. Develop a teacher's guide for each subject content level in high school, so that all are aware of the objectives, processes, and recommended materials.
8. Establish specific criteria for the selection of books and materials to meet the educational and cultural needs of pupils of different ethnic groups.
9. Select teachers who are well qualified not only in their grade or subject areas, but who also have the following qualifications:

(a) fluency in both English and Spanish, (b) reflect innately the culture of the ethnic group, (c) basic knowledge of the grammar of Spanish and English—and the techniques of teaching a second language.

10. Use student tutors to the maximum extent possible.
11. Establish a bilingual reading center where students can get special assistance in reading and help in other subject content areas.
12. Employ bilingual students' advisors. These people may be non-certified, but of the same ethnic background as the students, proficient in Spanish and English—and who work to make the link between school and home as effective as possible.
13. Orient the Anglo teaching staff to the goals and objectives of the bilingual-bicultural program through cultural programs, inservice meetings, and printed material.
14. Distribute a *Boletín Bilingüe* regularly and provide news to parents, school staffs, and the community regarding what is happening in bilingual-bicultural education.
15. Insure that all parents understand printed information coming from the school by making it available in both English and Spanish.
16. Involve parents and the community in the planning and development of the program.
17. Establish a parents' bilingual-bicultural advisory committee in the school. Delegates from each school serve as representatives to a central bilingual-bicultural advisory committee.
18. Involve students. Explain the purposes of bilingual-bicultural education to them before the program is established and have them participate in selecting the kind of subjects they want.
19. Establish on the job inservice sessions for teachers and teacher's aides.
20. Work closely with local colleges and universities to establish a bilingual education major or minor at both the graduate and undergraduate level. Also establish intern programs for bilingual aides who are on the job and also enrolled in bilingual education in the college.
21. Identify meaningful field trips along with field trip guide.
22. Provide field trips for graduating seniors to nearby colleges

and universities to provide them with information regarding scholarships and job opportunities.

23. Provide opportunities for students of different ethnic backgrounds to plan and participate in programs and folkfairs representative of their culture. Involve the non-Latin segments of the schools' student body and faculty also.
24. Encourage Anglo students who have had two years of formal Spanish instruction to enroll in the Hispano American Culture, Language, and History course at the secondary level.
25. Establish an exemplary bilingual-bicultural resource center in at least one of the high schools where bilingual materials can be previewed by other schools before ordering.
26. Involve and encourage interaction and cooperation of supervisory, administrative, and teaching personnel from the main stream of the regular central office and local schools.
27. Establish effective managing system procedures so that all facets of the program can be monitored, evaluated, and modified when necessary.
28. Establish close working relationships with the evaluator assigned to the program in order to effectively assess the goals, objectives, and processes of the program.
29. Contact bilingual education projects, funded by the United States Office of Education, that can supply you with excellent guidelines concerning such things as: (a) location of bilingual education programs, (b) books and supplementary materials, and (c) evaluation information. Write especially to these projects to be placed on their mailing list:
    1. Dissemination Center for Bilingual-Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.
    2. Materials Acquisition Project, 2950 National Avenue, San Diego, California 92113.
    3. National Multilingual Assessment Program, 1111 North El Dorado, Stockton, California 95202.

Conclusion

In 1970, at the second Central States Conference on the Teaching

of Foreign Languages, Armando Rodriguez gave a major presentation on "The Bilingual in the Seventies." He was then chief of the newly-organized Mexican American Affairs Unit in the United States Office of Education. Rodriguez brought into perspective, possibly for the first time to many of the foreign language teachers in the audience, a clearer understanding of bilingual education and its challenges and implications for American education in the years to come.

Now, four years later, we in the foreign language field need to seek a clearer perspective of our role in successfully meeting the needs of our youth in bilingual bicultural education. In doing so, we need to analyze our own commitments in terms of: (1) maintaining the linguistic and cultural heritage that native speakers bring into our foreign language classrooms, (2) viewing the students' home language as a strength to build upon, (3) working toward a better understanding of the richness of the cultural heritage existing in our own communities, and (4) striving for a multilingual-multicultural society in the United States.[5]

Notes

1. *Guide to Title VII ESEA Bilingual Bicultural Projects in the United States–1972-73*, (Austin, Tex.: Dissemination Center for Bilingual-Bicultural Education).
2. *Curriculum Materials for Bilingual Programs, Spanish-English, Pre K-12*, compiled by Helen Alvarado (Mount Prospect, Ill.: Bilingual Education Service Center, 1973).
3. *Bilingual Education Program: Evaluation Report, 1972-73*, Milwaukee Public Schools.
4. I want to express my thanks to Olga Eccher, Coordinator of the Milwaukee Bilingual Program for helping me develop this section.
5. Maria Medina Swanson, "Bilingual Education: The National Perspective," *ACTFL Review of Foreign Language Education* (Skokie, Ill.: National Textbook Company, 1974), pp. 117-18.

9
Variety in the Advanced Spanish Class: Emphasis on Art, Music, and Drama

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"What are we going to do which is new and exciting today, Señor Giannetti?" This question is often posed by many fifth year senior Spanish students who continuously ask for something new and different, something more challenging and exciting in the language class. In many cases, we have subjected these students to endless hours of memorization of word lists, grammar rules, sometimes meaningless dialogues, and historical data. At times, something new, different, more challenging, and exciting is needed. After four years of language study, these students are pleading for more variety and more personal challenges. The teacher must make the effort to become more imaginative and industrious in the selection of new materials and in the preparation of the course. Both teachers and students must approach language with enthusiasm.

Curricular Content for the Advanced Course

An advanced course should not be mere exercise in grammar rules and practice in the basic skills of language learning, important as they

are. If foreign languages are to be worthy of the general training and education of the senior in high school, the last course of the sequence, be it fourth or fifth year, must be oriented toward the humanities; it must be integrated with such other areas as the arts, current events, social studies, sociology, the sciences, and psychology, in addition to being a cultural exposé of the civilization of the country whose language is being studied.

The instructor of such a course must have knowledge of and interest in many areas. He must also be willing to continue to research new materials, experiment in new fields, and above all to have a strong belief in the *societas generis humanis*.

If longer sequences are to survive in foreign languages, the subject area must be made attractive, meaningful, and practical in order to compete with interesting courses in other subject areas. In advanced language courses we need the same gifted students who take physics, art, chemistry, English, and advanced social studies.

The course, however, should not be totally geared to the most gifted students. It must also be made appealing to the average ones. In order to accomplish this, instruction must be individualized. Individualization means different materials for different students. Various assignments can be composed to meet individual levels and preferences. This way the average student will not be discouraged and the brilliant one will not be bored. Everyone must be challenged to the utmost of his ability, thus insuring a sense of accomplishment on the part of all. Reading and writing assignments need not be the same at all times. Sometimes the class may be divided into groups according to ability and interest. Some students, for whom serious study is exciting, will be able to cover more material and should be encouraged to do so, but, on the other hand, the grades of the less motivated and less able students should not be lowered simply because some in the class do more or better work.

This paper will attempt to offer some ideas which, during the last 20 years, have helped to make a senior language course more appealing and valuable to students. These ideas are not entirely new but they have relieved boredom and made life in the language class a bit more enjoyable.

Art, Music, And Drama Add Dimension

A project based on great painters. One of the most outstanding units of work of the year is the "painter's project" which, besides adding variety to the course, introduces many students into a welcomed new field of endeavor. Many have never learned how to appreciate, enjoy, and judge a painting and for the first time delight in the new role of amateur art critic. The project lasts about five weeks during which students study the background, the style or technique, and the content of the masterpieces of the following artists: El Greco, Velázquez, Goya, Picasso, Dalí, and, occasionally, the modern Mexican painters. This project involves a total of four or five lectures with slides and filmstrips which tend to bring the subjects to life. Most of the work is done in small groups with the teacher moving from table to table providing individual help to students. Available in the classroom are several Spanish and English texts, magazines, and prints of the most famous paintings. Each student is responsible for a five minute oral presentation to the class of a favorite painting—notes may be used. At the end of the five weeks all the notes from the readings and lectures are incorporated into a final paper of approximately 10 pages written in Spanish. Students who are more interested in music than in paintings are allowed to shorten their project on painters and proceed to read about, listen to, and report on the popular and classical music of the Spanish speaking countries.

Songs in the classroom. Songs are another attraction enjoyed very much by most students. Besides being a good representation of the sound system of the language, a song may also be considered a body of language such as a story, a film, or a conversation. Twice a week for about 15 minutes, students go to the language laboratory and sing along using an open booklet of songs prepared by the instructors. Everyone must know the meaning of the songs, therefore the vocabulary and idioms are explained and discussed earlier. This has proven to be an excellent method and a pleasant way to expand vocabulary, to increase auditory comprehension, and to impro : pronunciation. In all, the department has a collection of about 300 songs, some of which are traditional; others are modern popular Spanish and Latin American, but the real preference is popular American songs sung in Spanish. The words to these songs, es-

pecially the new ones, are the result of much listening and very fast writing on the part of the instructor. Singing is what we call "another change from the usual activities," which many times relieves the tension created by classroom difficulties.

Since students' interest in music is strong, comments on songs are important topics in the letters of our students to their Spanish pen pals, another important activity in the writing of the language and also a relevant cultural experience. This is genuine pragmatic communication which leaves the students with a sense of great accomplishment. At last, all that memorization of vocabulary and grammar rules may be put into useful communication. Today's students want to experience their studies and this is one way of doing so. Traveling is another way of experiencing the fruits of having learned a foreign language. Our young generation finds itself more and more in other lands, evidenced by the increasing number of student tours. Pen pals may become the most interesting guides or traveling friends.

The use of drama. During the last 20 years we have continuously kept notes on student likes and dislikes of classroom reading materials. The most popular form of literature for instructor and student has been the drama, which easily lends itself to role-playing and simulation of real-life events. In the classroom students enjoy reading their favorite parts by acting out various roles, which are representative of people in their everyday actions. During World War II the Army Specialized Training Programs in Foreign Languages used these role techniques extensively. Since dramatizing permits the student to try himself out, he sees himself in various adult roles and modes of conduct. He becomes able to relate to others, learns to rely on classmates, and to become an integral part of a group quickly and satisfactorily. Since fluency is the chief goal of language training, dramatization is a choice method of attaining this aim. Drama seems to be closer to everyday situations, because it is conversation rather than description; its vocabulary is often practical. Dialogue seems to be more realistic and believable than much of the intricate descriptions of many novels. Also, since a play is not so long as a novel, it allows a shorter experience for the very few disinterested students who can then look forward to the next reading selection.

The Spanish plays most praised by students during the last several

years have been: *En la ardiente oscuridad* by Buero Vallejo (Scribner's); *La barca sin pescador* by Casona (Oxford University Press); *La dama del alba* by Casona (Scribner's); *Esta noche es la víspera* by Iriarte (Odyssey Press); *Yerma* by Lorca (Editorial Losada). Somewhat less popular are: *El niño y la niebla* by Usigli (D. C. Heath and Company); *La casa de Bernarda Alba* by Lorca (Editorial Losada); *Historia de una escalera* by Buero Vallejo (Scribner's); and *Una noche de primavera sin sueño* by Poncela (Appleton-Century-Croft).

Fiestas and folklore. An exciting extension of the classroom activities is the Spanish program of songs, dances, and dramatic sketches traditionally called *Fiesta.* This is presented in the school auditorium by the Foreign Language Drama Club which is composed mainly of fifth year Spanish language students. *Fiesta* attempts to capture the folklore of Spain, Mexico, and Latin America. In such a program, the works created in the classroom, be they songs, plays, or original dramas, are recreated on the stage. The fiesta program involves the cooperation of different departments in the school. The English drama instructor, the band and music teachers, the dance club specialist, the audiovisual and stage groups work as consultants to the language teacher-director who supervises the complete affair. This big event attracts several hundred parents, students, teachers, and Spanish speaking people from all over the Detroit metropolitan area. Local politicians, consul officials of Latin American countries all contribute to good public relations and good advertising desperately needed for foreign languages. It is a welcome sight to see proud parents, teachers, and administrators, and elated students on this exciting night.

This program becomes a fulfilling experience for an average of 35 students. Those who are retiring develop more confidence. It is edifying to see how much the pronunciation of the students improves because of the hours spent listening to the recorded material of their parts. Most of them improve in diction, inflection, and intonation by having to perfect their roles. Many of them learn to work effectively with their peers and to tolerate opposing views. Some of the better fiesta programs have been recorded on videotape and are valuable as a means for visual presentations in fourth and fifth year courses.

Using the Media

Foreign language newspapers. The publishing of the classroom newspaper, *El eco,* is another favorite activity of the advanced language students who are enthusiastic and proud at seeing their masterpieces of writing in print. The newspaper is a conglomeration of many different things such as: humorous dialogues, jokes, anecdotes, short poems, descriptions of current events in the school, community, country, and the world, cartoons, reviews of television programs and films, songs and commentaries. Certainly not an original idea but, none the less, a worthwhile technique in writing.

Foreign language motion pictures. A rather new activity of the advanced classes is the showing of full-length films in Spanish, which take two or three class hours. These films are introduced by a reading and discussion of a printed summary prepared by the teacher. After the showing of the film a one day discussion follows. Finding excellent modern films with Spanish dialogue is extremely difficult. To this date we believe the best films available in 16mm in this country are from MacMillan Audio Brandon Films, 34 MacQuester Parkway So., Mount Vernon, New York 10550. The four films that have proven to be very well-liked are: *The Moment of Truth, Los Tarantos, The Garden of Delights,* and *The Green Wall,* all in color, modern, and very expensive. Students from the third, fourth, and fifth year classes usually pay about 50 cents per film.

Many short films are also shown to advanced language students in our class. There are six excellent Spanish language films in color made by Walt Disney, which are available from many university rental libraries. The films are *Ferdinando el toro; Secretos del mundo submarino; Tú-animal humano; Tú-y los alimentos; Secretos del mundo de las plantas;* and *La semilla de oro.* Additional outstanding films, those of the travelogue variety, are made by and available from Pan American Films for schools which have closed circuit TV studios. Films provide, indeed as all visuals do, the added appeal to sight. They also improve listening comprehension, give content on which to base discussions, add cultural insight, and augment variety in the language classroom.

Relevant Topics for the Advanced Course

In order to have interesting and enthusiastic lectures, speeches, discussions, conversations, and dramatizations it is necessary to suggest to students some stimulating, up-to-date, relevant, topics on which to base their oral or written expressions. A student is not only interested in the knowledge of the way a nation's thinking habits are constructed, in the culture of the country whose language he studies, but he is also interested in the world which surrounds him, his world. Therefore the body of content on which to base communication in the advanced language course should include not only data from Spanish civilization, but also events or incidents from the present day American way of life. Listening to traditional literary or historical lectures followed by discussions is still a very noble and aesthetically sound procedure, but it would be very foolish to base an entire course on that method. Our experience has taught us that students are very much interested in what is happening now and in their present life and problems. Therefore, we must deviate from the dry book approach. There must be a decrease in time consuming lectures or force fed material and an increase in student oral expression on well-liked topics. Some of the one hundred topics offered here have been very successful and extremely popular with students. The choices available in this interest-list cover numerous fields, some of which are explored in more depth than are others over the course of the year. Certainly the following list can be easily translated for use in French and German classes. The list, as it has been used for several years in our classes, and to which we have added periodically, is as follows:

Asuntos y temas para discusiones y para discursos

1. Mi programa de televisión favorito es...
2. Una persona muy interesante y simpática en mi vida es....
3. Acabo de leer un libro estupendo...
4. Me gusta mucho cocinar... Mi comida favorita es...
5. He aprendido a conducir mi nuevo automóvil...
6. La película que vi la otra noche me entusiasmo mucho...
7. Mi lugar favorito donde voy de compras es...
8. He escogido mi carrera...
9. Los adolescentes huyen de su casa...
10. Anoche soñé que...
11. Mi personaje favorito en la historia es...
12. Los Tigres ganaron el partido ayer...

13. Me gustaría entrevistar a... para saber...
14. En la política me interesa mucho...
15. Mi revista favorita es...
16. Anoche fui a una fiesta... a un baile... al teatro...
17. Una cosa inesperada en mi vida fue...
18. Mi pasatiempo favorito es...
19. El verano que viene iré... haré...
20. Me encanta patinar, nadar, esquiar....
21. Me gusta mucho trabajar en el jardín...
22. El momento más mortificante en mi vida fue cuando...
23. Si yo fuera el presiuente del país...haría...
24. La época en que me gustaría vivir es...
25. ¿Sirve para todos la democracia?
26. Mi vida escolar es muy interesante...aburrida...
27. Si tres deseos te fueran concedido, ¿qué pedirías?
28. Ahora que termine mi escuela secundaria voy a .....
29. Recuerdos de mi niñez...
30. La diferencia entre las generaciones
31. La mujer emancipada
32. El porvenir de la ciudad
33. Me interesa mucho la psicología...
34. Las modas cambian demasiado
35. La astrología...Las estrellas dicen todo...
36. Me interesa mucho la biología, la química....
37. La pesca, la caza como deportes....
38. Una conversación original por teléfono
39. El mundo maravilloso de (Carlitos) Peanuts
40. Las drogas son malas para la salud
41. Ejemplos de problemas de ecología
42. La noticia más impresionante del mes, del año
43. Mi utopía – En busca del ideal...
44. El mundo a mi gusto
45. Descripción de un personaje literario
46. Carta personal a...
47. A mi novio no le gusta...
48. El problema de los pobres en nuestro país
49. Pidiendo un empleo
50. Los peligros del fumar
51. Deportes y diversiones
52. La obediencia a los padres
53. Descripción de un viaje importante
54. Una aventura personal
55. Un chiste que no es fácil olvidar...
56. Un cuento original
57. Escenas en un restaurante, en la biblioteca, en una finca...
58. Necesitamos un nuevo presidente.
59. Un día de campo estupendo
60. En un almacén, supermercado...
61. Mi animal preferido

62. No me gusta ir al dentista
63. ¿Hay distancia entre Ud. y sus padres?
64. No hay trabajo para todos en nuestro país y en el mundo.
65. No quiero ir más a la escuela.
66. Sí, hay discriminacion entre las razas.
67. Las huelgas en las industrias.
68. La posición o reputación de un empleo no indica su valor en la sociedad
69. Las atrocidades de la guerra
70. ¿Es posible tener éxito sin trabajar?
71. ¿ Por qué soy (o no soy) un rebelde?
72. La libertad personal
73. Como me veo a mí mismo
74. La persona que me gustaría ser
75. El hombre o la mujer ideal
76. ¿Qué pasa en la mente de los criminales?
77. Hay demasiada violencia en los programas de televisión.
78. ¿Hay una nueva moralidad?
79. El efecto de la literatura en cada uno de nosotros
80. Un sueño que se hizo realidad
81. ¿Es importante la exploración del espacio?
82. Maneras e ideas para ahorrar gasolina.
83. ¿Por qué algunos de nosotros tenemos miedo de morir?
84. El precio de la comida sigue aumentando.
85. La llegada del hombre a la luna
86. Los cambios entre los bailes de ayer y de hoy
87. La reputación del presidente de un país es muy importante.
88. El sistema escolar necesita cambios grandes.
89. ¿ Se está dirigiendo el mundo a su propia destrucción?
90. ¿ Cómo se pueden sacar y revelar buenas fotos?
91. Los problemas del ejército voluntario
92. Detrás del escenario en un teatro
93. El mundo se acabará la semana que viene.
94. ¿Vamos a tener bastante energía en el mundo los próximos diez años?
95. La música popular es mejor (peor) que la música clásica.
96. La hipocresía de nuestro gobierno
97. Ayer mi padre chocó con otro coche
98. Pienso casarme el año que viene.
99. La juventud de hoy no se interesa en la religión porque nuestro mundo cree en la ciencia.
100. El peligro de una posible depresión
101. ¿Irá a la luna una mujer algún día?
102. El mundo inocente de los niños
103. ¿Ayudan bastante Los Estados Unidos a los otros países pobres?
104. La influencia de la publicidad en nuestra vida diaria
105. La religión en Los Estados Unidos: ¿ Adónde irá?
106. La manía de las dietas: Perder peso ha llegado a ser una obsesión.

107. ¿Es verdad que los jóvenes se casan po amor?
108. ¿Se puede justificar la pena capital?
109. La semana pasada cosé un vestido muy bonito.
110. Mi madre se enfada mucho cuando mi padre mira programas de deportes en la televisión todo el día.

Summary

In summary, interesting variety in techniques or procedures and in content include the use of songs, various stimulating projects, dramatic presentations, talent shows, poems, publishing of a newspaper, films, the use of magazines, tapes in the language lab, letters to pen pals, varied reading materials, short, memorized, original dramas or skits, mini-speeches, debates, telephone conversations, and the traditional and still important lecture followed by discussions. Considering the diversity of students we face each day, a variety of vital and stimulating activities is necessary to provide a lasting experience for the pupil and is also important as a method to attract more students to the language classroom in a time when most language requirements have been abolished. Good variety is, indeed, the key to success in the advanced language classroom in an age when survival of foreign language teaching and learning is a concern of utmost importance.

11
Martial's "Portraits" of Roman Woman
Roman Noses, Warts, and All

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Martial the Much Maligned

Latinists have traditionally dismissed Martial from any concentrated consideration, admitting that his work was invaluable for its reflections of Roman daily life, but simultaneously justifying only a token sampling on the grounds that his writings are of little real interest as poetry. Sometimes his own words about his epigrams have been used against him.

> Some so-so things, some bad, some good ones here,
> And that's the way a book is made, old dear.
>
> *Translated by Rolfe Humphries*[1]

Martial's detractors find his poetry "light" or "frivolous," ignoring the fact that what Gilbert Highet said of another "light" and "frivolous" poet's work—that of Ovid—can also be said of Martial's:

> Poetry lasts longer than prose; and, on the whole, serious poetry lasts longer than light, gay poetry. If a frivolous poem is to outlive the civilization in which it was written and survive for two thousand years, it is

> probably a work of genius. Many a dull tragedy has been preserved when charming comedies have been allowed to disappear. Bad, gloomy epics are commoner than adroit, cheerful epics. Lead will remain when mercury slips away and vanishes.[2]

And Martial is mercurial, for the epigram is a mercurial form of art.

Martial was the master of the epigram, which *Webster's Collegiate Dictionary* defines as "a short poem treating concisely, pointedly, often satirically, a single thought or event, and usually ending with a witticism." Just one example will illustrate Martial's skill in "treating . . . pointedly . . . (and) satirically . . . a single thought or event . . . ending with a witticism":

> The golden hair that Galla wears
> Is hers: who would have thought it?
> She swears 'tis hers, and true she swears,
> For I know where she bought it.
>
> *Translated by Sir John Harrington*[3]

But Martial's more than 1500 short poems demand a more extensive description or definition. Palmer Bovie, in his introduction to Rolfe Humphries' *Martial, Selected Epigrams*, wrote:

> The epigram is like the spectator with a ticket to the show; this little unit takes a sharp view of things. Its vision, focused in irreducible rhythm, neat shape, and clear edge constitutes a judgment; and so in discussing epigrams we seem justified not only in remarking upon their flavor but in reviewing their verdicts. Martial is as personal and unique as his epigrams; his opinions are as various and inconsistently provocative as the human behavior on which he trains the mind's eye. Life is a jumble of spatial, identifiable experiences: the epigram proposes one witty toast after another to life, and a prolific stream of epigrams becomes a kind of poetry of experience whereby reality routs enchantment.[4]

Martial records the ugly and the beautiful, the legal and the illegal, the heroic and the tragic, the ironic and the tender, the moral and the immoral—*the life he knew in ancient Rome*—a life in which "reality routed enchantment." It is a life that every man in every age comes to know, but only the rare man learns to embrace it in the way Martial embraced his. The diehard "anti-Martialist" can, of course, bring up the fact that

Martial's embrace of life was frequently pornographic, but this is begging the question, for in that wealth of epigrams, as in the wealth of Ovid's poetry, it is very simple to avoid offensive language, theme, or subject.

What Martial has to offer to a student absorbed with ethnic custom, sociology, and "real" people, a student whose TV ads now use "authentic" rather than "model" faces, is a balance between "the voice of the lawgiver and the prophet, the hero-statesman, the political leader, (and) the founder of a great religion"[5]—the Roman culture Nelson Brooks would call Olympian, and that mass of "real" Romans whose culture constitutes what Brooks calls "Hearthstone" culture.

> What are the elements of Hearthstone culture that distinguish it from the Olympian? The first and most basic and all-pervasive one is control of the native language, a group possession and an individual possession as unique and as deeply attached to the personality as the fingers are to the hand or the arms to the body. Next, there are the do's and don't's of personal behavior, from life situations to the most mundane and trivial sort all the way to points of honor in personal conduct when one has become an adult. There is also the pecking order, the giving way to others (with and without insistence), extending from the simple scenes of childhood to the highest refinement of manners in later life. There is the distinction one must learn to make between truth and falsehood, a discipline to be learned about keeping a promise, respect to be developed toward others and toward oneself, knowledge of how to work, how to save, how to play fair, how to win approval, how to maintain one's emotional balance. We are not born with the knowledge of the two-table; this we must learn. Neither are we born with the knowledge of how to be honest; this, too, we must learn, as anyone who has brought up or taught young children can testify.[6]

It is, as Brooks points out, difficult for everyone to relate to or identify with Olympian culture, with the Vergilian simile, for example, or the oratorical cadences of Cicero:

> Whether or not an individual can eventually aspire to an understanding of and participation in Olympian culture, the mold of Hearthstone culture has always been as necessary a factor in forming one's emotional and intellectual career as is the artist's brush in putting a picture on canvas or the potter's finger in shaping a bowl of clay.[7]

Martial may be the best response to the request students cannot make of the Romans in their "dead" language: "Please tell us what kind of people you were."

Let's examine a lesson in Martial, applying Brooks' "Hearthstone" culture definition as appropriate. We begin with an illustration (in the classroom it would be on an overhead transparency with the Latin epigram beneath it) to breathe some life and personality into the names

WISDOM IS AS WISDOM DOES!

Priscus and *Paula*. Having introduced the two main characters, we can turn to Brooks whose first point involves language—and we begin with a Roman's description of Roman behavior in Latin. Our deep culture lessons are not a way of occupying a Friday nor are they derived from the "blue":

Nūbere vīs Prīscō. Nōn mīror, Paula; sapī'stī.
Dūcere tē nōn vult Prīscus; et ille sapit.

(IX.x)

The remainder of Brooks' definition, involving "personal behavior . . . life situations" can also apply, for clarification of the two expressions for "marry"—*nubere* with the dative, said only of women, and *ducere in matrimonium*, said only of men—can include marriage customs and the status of women.

On a higher level, the epigram itself will help students to think of the Romans as human beings, for here Martial is demonstrating that, just as all that glitters is not gold, every compliment is not necessarily what it seems. Reading a quantity of Martial may in time bring the student to agree with Francis Bacon's assertion that "*These* are the ancient times,

when the world is ancient, and not those which we account ancient, by a computation backwards from ourselves."[8]

The lesson can be carried further down into time by pointing out that Martial, through the ages, has had many imitators. Waldo E. Sweet cites a 16th century author, addressing his "compliments" to someone named Bunnus:

Uxōrem nōn vīs Pollam, nec Polla marītum
tē vult. Bunne, sapis, nec minus illa sapit.

John Parkhurst, Bishop of Norwich[9]

Students might be interested, too, in a 20th century rendition of Martial's epigram:

Paula, it comes to me as no surprise
You want to marry Priscus; you are wise.
But Priscus doesn't want to marry you,
Which goes to prove, I'd say, that he's wise, too.

Translated by Rolfe Humphries[10]

A student or two may even be tempted to try a poetic version in contemporary language and style.

The same illustration (Figure 1) can be used with another of Martial's epigrams to reinforce Bacon's belief that "*These* are the ancient times . . .":

Cum sītis similēs parēsque vītā,
uxor pessima, pessimus marītus,
mīror nōn bene convenīre vōbīs.

(VIII.xxxv)

This might be a fine way to review advanced students in *cum* clauses, indirect statement, and superlatives. Rolfe Humphries has even contributed a rhyming version:

Alike in your disgusting lives
Oh, worst of husbands, worst of wives,

I'm more than puzzled when I see
Your incompatibility.[11]

Martial's greatest virtue for use in the secondary school or early level classroom is his brevity. The student may hate one poem, love the next; he may have difficulty reading one, read the next with the ease of a native Roman. There is little possibility that he can become as bogged down in epigrams as he can in Cicero's endless orations or Caesar's even longer marches. The key is in the preparation for reading Martial the student is given.

Learning to Read Martial

Waldo E. Sweet has demonstrated brilliantly in his *Artes Latinae* programmed Latin series that students can read "real" Latin at very early stages of study. While teachers have neither the time nor the training to program their own materials, they can adapt Sweet's programs to a guided inquiry approach to be used with a full class. The example here is an adaptation of a Sweet lesson in Book Two, Level One, of the *Artes Latinae*[12] materials.

AN ANCIENT
TOOTHPASTE AD

The lesson would again be introduced with an illustration of the two characters of the epigram and the epigram itself on the overhead projector. After the poem has been modeled by the teacher, repeated chorally by the entire class or parts of the class, and read aloud by three or four individual students, the teacher asks questions to elicit the meaning of the poem.

Thāis habet nigrōs, niveōs Laecānia dentēs.
Quae ratiō est? Ēmptōs haec habet, illa suōs.

(V.xliii)

Teacher Questions	*Student Responses*
1. What is the first half of the first line?	*Thāis habet nigrōs,...*
2. Is the thought complete?	No.
3. What is the modifier of the missing word in *Thāis habet nigrōs...?*	*Nigrōs.*
4. What is the gender and number of the missing word?	Masculine, plural.
5. Reread the entire first line. What is the missing word in *Thāis habet nigrōs . . . ?*	*Dentēs.*
6. Is the second half of the first line a complete thought?	No.
7. What part of speech is missing?	The verb.
8. Insert the missing word in . . . *niveōs Laecānia dentēs.*	. . . *niveōs Laecānia dentēs habet.*
9. Read the first line of the poem in Latin, inserting the missing elements.	*Thāis habet nigrōs dentēs. niveōs Laecānia dentēs habet.*
10. What does *Thāis habet nigrōs dentēs* mean in English?	Thais has black teeth.
11. What does . . . *niveōs Laecānia dentēs habet* mean in English?	Laecania has snow-white teeth.
12. What does the complete first line of the poem mean?	Thais has black teeth and Laecania has snow-white teeth.
13. What is the first half of the second line of the poem?	*Quae ratiō est?*
14. What does *Quae ratiō est?* mean in English?	What's the reason? (Why? How so?)
15. What is the last line of the poem?	*Ēmptōs haec habet, illa suōs.*
16. Is either part of that line a complete thought?	No.
17. Give the case, number, and gender of *ēmptōs.*	Accusative, plural, masculine.
18. What is the only accusative, plural, masculine noun in the poem?	*Dentēs.*

19. Expand *Ēmptōs haec habet . . .* with the missing word.	*Ēmptōs dentēs haec habet.*
20. Expand . . . *illa suōs.*	. . . *illa suōs dentēs habet.*
21. Remember that *haec* refers to the LATTER person mentioned. Does *haec* refer to *Thāis* or *Laecānia?*	*Laecānia.*
22. Remember that *illa* refers to the FORMER person mentioned. Does *illa* refer to *Thāis* or *Laecānia?*	*Thāis.*
23. Answer these two Latin questions in Latin.	
a. *Quis habet ēmptōs dentēs?*	*Laecānia habet ēmptōs dentēs.*
b. *Quis habet suōs dentēs?*	*Thāis habet suōs dentēs.*
24. Give the English meaning of *Thāis habet nigrōs dentēs sed habet suōs dentēs.*	Thais has black teeth but she has her own teeth.
25. Give the English meaning of *Laecānia habet niveōs dentēs sed habet ēmptōs dentēs.*	Laecania has snow-white teeth but she has false ("purchased") teeth.
26. Read the poem over again to yourselves.	

At this point, some teachers might want students to write the translation in a pop quiz, some might ask for an oral translation; still a third group might settle for asking if there are any questions about the meaning. Although this is an approach to students prepared in the so-called traditional or grammar-translation approach, many students enjoy the challenge of answering questions in Latin—either orally or in writing. This is, of course, one of the best ways to reinforce the structures they have been taught. While still looking at the text of the epigram, the students might address themselves to such questions as these:

A. Questions Requiring Simple Substitution from the Poem
   1. *Quis habet niveōs dentēs?*
   2. *Quis habet nigrōs dentēs?*
   3. *Quālēs dentēs habet Thāis?*

B. Questions Requiring Slight Deviation from the Original
   4. *Quis nōn habet ēmptōs dentēs?*
   5. *Quis nōn habet dentēs suōs?*

C. Questions Requiring Manipulation of the Elements of the Original Poem
   6. *Quālēs dentēs ā Laecāniā habentur?*

7. *Cūr sunt dentēs Laecāniae nivei?*
8. *Cūr habet Thāis dentēs nigrōs?*
9. *Estne Laecānia pulchra? Cūr?*
10. *An Thāis pulchra est?*

Since the structures and the vocabulary are all very basic, students should be able to read this contribution of Martial's fairly early in the first year, discussing afterward, perhaps what the poem tells us about the Romans' thinking on the subject of personal appearance.

A second approach to preparing students to read Martial, one which I prefer, is called metaphrasing. Metaphrasing is a technique devised by Waldo E. Sweet to teach students to deal with both the lexical and structural meaning of each item as it occurs in a Latin context. It differs from other approaches in that grammar identifications are not discussed nor are eye movements from left to right interrupted. *Metaphrasing is learning to read Latin in Latin word order; it leads ultimately, if practiced and refined, to reading Latin as English is read.*

Sweet provides the following examples to students in his *Latin: A Structural Approach.*

Furem...	Something happens to A THIEF.
Furem fur . . .	A THIEF does something to another thief.
Furem fur cognoscit...	A thief RECOGNIZES another thief.
Furem fur cognoscit et...	A thief recognizes another thief AND something else happens.
Furem fur cognoscit et lupum...	A thief recognizes a thief and something happens to A WOLF.
Furem fur cognoscit et lupum lupus	A thief recognizes a thief and A WOLF does something to a wolf.

In a situation like this, where there is no verb, we infer that the verb is so obvious that no information would have been added if we had included it. What is the only verb in the world that would fit this frame?

In...	Something happens IN something.
In pulchrā . . .	Something happens in a PRETTY something.
In pulchrā veste . . .	Something happens in pretty clothes.
In pulchrā veste sapiens . . .	A WISE MAN does something in pretty clothes.
In pulchrā veste sapiens non...	A wise man does NOT do some-

	thing in pretty clothes.
In pulchrā veste sapiens non vivit . . .	A wise man does not LIVE in pretty clothes.
In pulchrā veste sapiens non vivit honeste.	A wise man does not live HONORABLY in pretty clothes.
Rem . . .	Something happens to A MATERIAL OBJECT.
Rem, non spem . . .	Something happens to material things and NOT to THE HOPE FOR THEM.
Rem, non spem, quaerit . . .	Somebody LOOKS FOR material things and not the hope for them.
Rem, non spem, quaerit amicus.	A FRIEND looks for material assistance and not promises.

The first word here offers something of a problem. The word *res* in Latin is a word of broad meaning. It can refer to almost any material object; it can also refer to actions. Contrasted with *spes*, it means material gain as opposed to hope. *Amicus* is an adjective and means "friendly," but since there is no noun to modify it is used as a noun; it is the subject and means "a friend."[13]

Metaphrasing exercises are most successful when the student knows all the vocabulary through prior preparation and can focus his whole attention on word function. When he sees and hears the patterns and knows the lexicon, he can concentrate on utilizing the structural signals for meaning. Ideally, metaphrase exercises, using only familiar vocabulary, should be part of every introduction of a new grammar facet. Teachers wanting more information on metaphrasing should obtain ERIC Focus Report number 17, *Teaching the Latin Student to Translate.*[14]

Metaphrasing can also be used well in introducing new types of reading styles, as, for example, Martial's epigrams. The metaphrase exercise can be presented with an overhead transparency with the Latin given one line at a time and the teacher modeling each line orally. Students produce the English meanings orally. (It is doubtful that writing metaphrase exercises would have any real value.)

Sī quandō leporem mittis mihi, Gellia, dīcis:
"Formōsus septem, Marce, diēbus eris."
Sī nōn dērīdes, sī vērum, lūx mea, nārrās,
ēdistī numquam, Gellia, tū leporem.

(V.xxix)

A GRAND SLAM!

This introduction should also begin with the teacher modeling the Latin for choral repetition, followed by some individual student readings. The metaphrasing should be presented one line at a time, perhaps through the use of transparency overlays, so that the students can see and hear the Latin, providing the English meanings in recitation.

The Student Sees	*The Student Recites*
Sī . . .	IF something happens, something else will happen.*
Sī quandō . . .	If EVER (WHENEVER) something happens, something else happens.*
Sī quandō leporem . . .	Whenever something happens to A RABBIT, something else happens.
Sī quandō leporem mittis . . .	Whenever YOU SEND a rabbit, something else happens.
Sī quandō leporem mittis mihi . . .	Whenever you send ME a rabbit, something else happens.
Sī quandō leporem mittis mihi, Gellia . . .	Whenever you send me a rabbit, GELLIA, something else happens.
Sī quandō leporem mittis mihi, Gellia, dīcis:	Whenever you send me a rabbit, Gellia, YOU SAY (something):*
"Fōrmōsus . . .	"The rabbit (?) is GOOD LOOKING."*
"Fōrmōsus septem . . .	"The rabbit (?) is good looking IN

	SEVEN WAYS (?)."*
"Fōrmōsus septem, Marce . . .	"The rabbit (?) is good looking in seven ways (?), MARCUS."
"Fōrmōsus septem, Marce, diēbus . . .	"The rabbit (?) wi" be (?) good looking in seven DAYS, Marcus."*
"Fōrmōsus septem, Marce, diēbus, eris."	"YOU WILL BE good looking in seven days, Marcus."
Sī . . .	IF something happens, something else will happen.*
Sī nōn . . .	If something does NOT happen, something else will happen.
Sī nōn dērīdēs, . . .	If YOU ARE not JOKING, something will happen.
Sī nōn dērīdēs, sī . . .	If you aren't joking, IF something else happens, something will happen.
Sī nōn dērīdēs, sī vērum . . .	If you aren't joking, if IT IS (?) TRUE, something will happen.*
Sī nōn dērīdēs, sī vērum, lux . . .	If you aren't joking, if it is (?) true, DARLING, something will happen.
Sī nōn dērīdēs, sī vērum, lux mea . . .	If you aren't joking, if it is (?) true, MY darling, something will happen.
Sī nōn dērīdēs, sī vērum, lux mea, nārrās . . .	If you aren't joking, if YOU ARE TELLING THE TRUTH, my darling, something will happen.
Sī nōn dērīdēs, sī vērum, lux mea, nārrās, ēdistī . . .	If you aren't joking, if you are telling the truth, my darling, YOU HAVE EATEN something.
Sī nōn dērīdēs, sī vērum, lux mea, nārrās, ēdistī numquam . . .	If you aren't joking, if you are telling the truth, my darling, you have NEVER eaten rabbit (?).*
Sī nōn dērīdēs, sī vērum, lux mea, nārrās, ēdistī numquam, Gellia . . .	If you aren't joking, if you are telling the truth, my darling, you have never eaten rabbit (?)*, GELLIA.*
Sī nōn dērīdēs, sī vērum, lux mea, nārrās, ēdistī numquam, Gellia, tū . . .	If you aren't joking, if you are telling the truth, my darling, you YOURSELF have never eaten rabbit (?), Gellia.
Sī nōn dērīdēs, sī vērum, lux mea, nārrās, ēdistī numquam, Gellia, tū leporem.	If you aren't joking, if you are telling the truth, my darling, you yourself have never eaten RABBIT, Gellia.

* Students should be encouraged to anticipate the sentence context, to make intelligent guesses.

Although this may seem a lengthy process, the actual classroom procedure, once students have been familiarized with metaphrasing, should take little more than five to ten minutes. Metaphrasing and the epigram as a new style of reading, however, should not be taught at the same time. The entire epigram should be recapped as a final activity.

It might be interesting to students to know that Martial's use of *leporem* in this epigram may well be some sort of pun on *lepus leporis*, "hare," and *lepos leporis*, "charm." Martial is tired of eating hare and very tired of the aged joke that always accompanies the gift.

Some students could, of course, read the epigram without this process and without real difficulty. The grammar is so simple that it can be handled easily quite early in the first year. The word order, however, would prove nothing but frustration to the majority of students who find the word order of "real" Latin incomprehensible after the "formula" contexts of "made" Latin. It is this teacher's experience that more reading problems stem from the ordering of sentence elements than from grammatical or syntactical sources. The massive amount of repetition in this procedure, too, provides the slower student with the drill and reinforcement he needs—even if he is a passive listener rather than an active participant.

It may well be that once we work more with Martial, Latinists will be able to be more liberal in the use of his works at earlier and earlier times in Latin instruction, for we shall learn more and more about him in the process. It is as Richard Cardinal Cushing, late Archbishop of the Roman Catholic Diocese of Boston, once said: "In things I don't know about, I'm conservative. In things I know about, I'm liberal."[15]

The theme of "women" is just a means of extracting a "set" of readings from the massive number of epigrams Martial wrote in order to illustrate what can be done with this author. "Women" was a first choice for reasons both of traditional reading matter and classroom practice.

Why Offer Martial on Women?

Once a few amenities involving *puella*, *filia*, and *mater* are observed in the primary stages of study, the "female" or the "woman" is only rarely a part of the Roman world of the Latin classroom. Only the "feminine" is there; sexual realities have historically been sublimated to grammatical necessities—so much so that Roman culture has lost much in the translation process. "Of arms and a man," we "sing," although, as Janine Assa points out in *The Great Roman Ladies*, 20th century technology and science are *not* responsible for the emergence of women as half of the human race:

> Half of the human race—and even a little more—is made up of women. This mathematical truth, which history occasionally overlooks, tends too often to take on the glamor of a modern discovery or an achievement of contemporary scientific progress. Must we suppose that the creature born of Adam's rib has required so many centuries to reach "perfection"? It can indeed be asserted that ever since antiquity—and even before the birth of the Roman Empire—our masculine forebears have had to deal with woman already in possession of all the qualities recognized in the sex, of which either amiability or weakness is generally emphasized, according to the desire to win women over or to rule them.[16]

In the Latin classroom, however, the Roman woman is neither weak nor amiable—she is invisible. The *matrona* and her influence never exist for that vast majority of students whose Latin studies are confined to the secondary school or the lower levels of university work.

Any approach to the Romans which stresses only martial strains and only the masculine characters of history and literature leads students to believe that a harsh male supremacy was constant throughout Roman history and that women were of no consequence in the evolution of the Romans. The student thus is, at the very least, denied understanding of the two basic reasons for women's importance to the Romans; Balsdon's explanation is:

> First they had, as women, their own peculiar magic. At a high level, therefore, their correct performance of, in particular, their sacerdotal duties was something on which the good health of the community depended. The wives of certain priests were priestesses in their own right. The Vestal Virgins were the emblem of the State's morality and the guarantee of its economic well-being. Moral delinquency on the part of a Vestal Virgin was, therefore, a kind of high treason and, when it suited the politicians, an irresponsible prank (a man entering a house during the celebration of a cult which was reserved for women) could be treated as a public crime.
>
> Secondly women bear children and are necessary for the survival of particular families and for the survival of society itself. Hence the political importance of arranged marriages among the Roman aristocracy; and, in a wider field, the Romans were obsessed from the second century B.C. onwards with the problem of a falling birth-rate, a problem all the more serious on account of the high rate of infant mortality, and, indeed, of deaths in childbirth. Well-intentioned statesmen in the second century B.C. led the way and in due course the Emperors followed their lead. When exhortations were unavailing, substantial rewards were offered under the Empire to married couples who gave Rome the children which the State—in particular its hungry legions—needed.[17]

The history of the Roman woman, too, offers both positive and negative lessons to the men and women of today who also live in a developing society, for as Balsdon continues:

> In a developing society, the history of women is the history of their increasing emancipation. A hundred years and more before the end of the Republic women were in rebellion against a marriage system under which they were fettered to their husbands, unable to throw off the chains. They rebelled, too, against a senseless austerity. The practice of divorce, rare at first, grew common and eventually tedious. Novel diversions spread from Greece to Rome; young women—and young men too—started to take singing and dancing lessons. History records the protests of the old men, the puritans and the prigs. But such change could not be arrested. Women emancipated themselves. They acquired liberty; then with the late Republic and the Empire, they enjoyed unrestrained licence.[18]

Women's Lib, too, is an integral part of the present's inheritance from the Romans.

Half of the Roman race was indeed feminine and so is half of each Latin classroom. Latin teachers can use that fact to capitalize on building more student interest (every male likes studying the female, too) and to relate "real" Latin readings more vitally to the life and interests of the student. The problems of teaching Roman culture are twofold: (1) portraying the culture accurately and authentically, and (2) making Roman culture part of the student's repertoire of skills and knowledge in some vital and affective way. *The student cannot be reached affectively or effectively if one sex is almost totally ignored.*

Some Portraits by a Male Chauvinist

The Roman portrait bust is like an unretouched photograph. All the warts, all the blemishes, all the fatigue is there for present and future generations to see. Whether the subject's face bore the ravages of age or a glow of innocence, the sculptor was faithful to the original in his reproduction. Marcus Valerius Martialis was a sculptor of Roman portrait busts, too, but he sculpted in words and Latinists frequently reject his "portraits," for they contradict some of the idealized pictures they hold. It is difficult, if not impossible, for example, to imagine Paula and Priscus against a backdrop of the splendors of Roman architecture and triumphs, but the hard fact of life is that *they were there*. And Martial's portraits

SHE'S TOO YOUNG TO MARRY!

lend themselves to expansion through culture capsules, through culture assimilators, and discussions, discussions, discussions.

Martial is deeply absorbed in marriage and the reasons for which people marry. We know that fortune hunters were common in Martial's time, for there are many references in Latin literature to young men who are after the money of old women. What does the fact that Martial does not want to marry Paula tell us about him?

Nūbere Paula cupit nōbīs. Ego dūcere Paulam
nōlō; anus est. Vellem, sī magis esset anus.

(X.viii)

For students taught in a grammar-translation approach, the poem can be annotated in the usual way:

Line 1: *nubō ere nūpsī nūptus:* "veil oneself"; of a woman, "be married" (with dative)
nōbīs = mihi
Line 2: *anus -ūs* f: old woman
vellem: "I'd have been willing
magis . . . anus = senior

Guided inquiry and metaphrase exercises can, of course, also be used.

For students prepared in a structural approach, Waldo Sweet works with Latin paraphrase and question-answer exercises.[19]

> **PARAPHRASIS:** *Paula optat mihi nūbere; ego illam in mātrimōnium dūcere nōn cupiō, quod senex est. Sī mulier senior esset, vellem. Citō enim morerētur et mē hērēdem relinqueret.*
>
> *citus a um*: swift, fast
>
> *hērēs hērēdis* m. & f.: one who inherits, heir, heiress
>
> *morior morī mortuus*: die
>
> *Quid vult Paula?* *Quā condiciōne dūceret Mārtiālis?*
> *Quid Mārtiālis?*

This type of approach reads Latin as Latin, with no recourse to English translation.

Two English translations of Martial's poem can also be thrown into the hopper for student reaction.

> Me would the widow wed: she's old say I:
> But if she older were, I would comply.
>
> *Translated by John Hay*[20]
>
> Paula wants to marry me;
> *I won't*, I've often told her.
> She's an old woman, but I might,
> If she were only older.
>
> *Translated by Rolfe Humphries*[21]

Your students might enjoy meeting Paula, particularly if a discussion of the tribal family were to be included.

Roman vanity emerged in Martial's discussion of the two ladies and their teeth. *Fabulla* presents us with Roman vanity in another context.

> *Bella es (nōvimus) et puella (vērum est)*
> *et dīves (quis enim potest negāre?).*
> *Sed cum tē nimium, Fabulla, laudās,*
> *nec dīves neque bella nec puella es.*
>
> (I.lxiv)

This poem, too, might be presented to the class on an overhead transparency, annotated with vocabulary assistance in the way in which

Sweet supplies aid to his students.[22]

Line 1: *bellusaum*: pretty, neat
nōvimus = *scīmus*
nōscō -ere nōvī nōtus: the imperfective means TO BECOME ACQUAINTED WITH, while the perfective forms mean TO HAVE BECOME ACQUAINTED WITH, thus TO KNOW NOW.
Line 2: *dīves* (genitive *dīvitis*): rich
negō 1: say no, deny
Line 3: *cum* (conjunction): when
nimiusaum: too much (*nimium* is adverbial accusative)
Line 4: *nec . . . nec* (*neque*): neither . . . nor

In addition to the visual cues as to the meaning, the illustration and the vocabulary aids, one might add the following introduction:

> What are Fabulla's two favorite topics of conversation? Everyone knows a Fabulla, but few people have managed to insult her in such a way that the insult will last through all the ages. Martial is, of course, addressing a certain type of woman, rather than a specific woman. Can you read the Latin aloud in such a way that Martial's sarcasm comes through clearly?

Varying the procedures in handling these readings can also be an aid to holding and sustaining student interest.

This one of Martial's epigrams demonstrates that Latin can be used for some very personal kinds of messages as well as for affairs of state.

This could be prepared as a "jazzy" multicolored ditto for home study, giving the student a choice as to how to demonstrate his mastery: (1) by reading it aloud in Latin to illustrate the poet's feelings, (2) by translating the epigram, or (3) by authoring several Latin questions on the poem.

An old woman seeking a husband younger than she is a form of vanity and absorbs Martial much of the time, but he is equally interested in people who do away with their spouses for gain. Ancient literature is full of references to poison. It seems probable that death by poisoning could be more common in the days before chemistry developed techniques for detecting poison in the body, but it was impossible to dispel the suspicions and gossip whether or not there was cause. In the event of sudden death without apparent visible cause, those who stood to profit by the death fell under immediate suspicion.

To understand the allusions in this poem, students also have to know that it was common for Roman grave inscriptions to give the name of the person who had erected the monument. We find such inscriptions, as Sweet quotes:[23] *Numenio Zoe fecit amans tumulum*, "a loving Zoe has

erected this monument to Numenius." *Fecit* was so common on tombs that it was often abbreviated to *F.* Martial plays on these two facts—the prevalence of poisoning and the use of *fecit*—to indict a woman named Chloe.

Inscrīpsit tumulīs septem scelerāta virōrum
sē fēcisse Chloē. Quid pote simplicius?

(IX.xv)

Sweet uses paraphrase and a question-answer drill with this epigram:[24]

PARAPHRASIS: *Improba Chloē sepulchrō septem*
marītōrum dīxit sē fēcisse. Sed quid fēcit?
Utrum tumulum fēcit an fēcit ut conjugēs
venēnō tollerentur? Quid potest apertius?
pote = potest
scelerātus = improbus, nefarius
Ubi scrīptum est, "Chloē fēcit?"
Quid Chloē fēcit?
Quot virī Chloēn in mātrimōnium dūxerant?
Quotiēns Chloē nūpserat?
Qualis fēmina erat Chloē?

Chloe also proved of interest to Rolfe Humphries:[25]

"Chloe wrought this," we see engraved in stone
Over the tombs of seven husbands gone:
Was accusation ever more clearly shown?

In conjunction with this epigram, Roman customs and beliefs concerning death might be an appropriate cultural lesson. One might also read some of the simple and chatty Roman epitaphs which so often addressed themselves to the passersby.

Marrying for money can prove to be a hazardous occupation. Martial, who frequently dwells on the theme of suspicious demise, here provides us with a fascinating twist in his (and Galla's!) plot:

Fūnera post septem nūpsit tibi Galla virōrum,
Ficentīne. Sequī vult, puto, Galla virōs.

(IX.lxxviii)

If this poem were to be read in conjunction with the one detailing Chloe's adventures in marriage, it would vary procedures to have the students read the poem to themselves, then answer the following questions.

1. How many husbands has Galla had?
2. What happened to her former husbands?
3. Who is Galla's husband now?
4. What plans does Martial think Galla's current husband has for her?
5. What are the "professions" of Galla and her husband?

Students might then enjoy things they know, anecdotes or whatever, which end in ironic ways.

Not all the wives and all the marriages Martial knew were bad ones. He can, on occasion, be moving or tender. Balsdon recounts the story of Arria as follows:

> The elder Arria, married to Caecina Paetus, consul in A.D. 37 and, inexplicably, a friend of the Empress Messalina, had already shown her quality when, during a desperate illness of her husband, she kept from him the news that their boy had died, talking of him as if he were still alive, until her husband had passed the crisis. After the abortive rebellion of the Illyrican legions against Claudius in A.D. 42, Caecina Paetus was recalled, under arrest, to Rome; since she was refused leave to accompany him, she chartered a private boat and arrived in Italy as soon. When her anxious friends withheld from her the instruments of suicide, she dashed her

A GOOD ROMAN WIFE

head against a wall and, on recovery, pointed out that nothing could impede the will of a determined woman. When for Caecina the alternatives were suicide or execution, she plunged a dagger into her breast and handed it to him, telling him that it did not hurt: "*Paete, non dolet.*"[26]

The author Pliny is our source for this story:

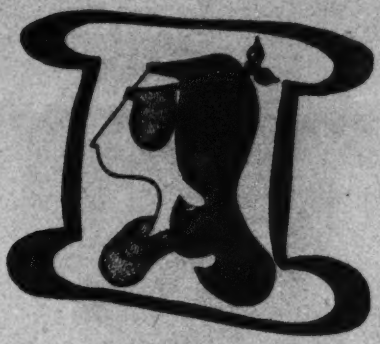
Casta suō gladium cum trāderet Arria Paeto,
quem dē visceribus strīnxerat ipsa suīs,
"Sī qua fidēs, vulnus quod fēcī nōn dolet," inquit,
"sed quod tū faciēs, hoc mihi, Paete, dolet."

(I.xiii)

The authors of *Latin Our Living Heritage*, Book III, provide the following aids to reading this epigram:[27]

Line 1: *castus a um*: pure, innocent, unselfish
trādo -ere trādidī trāditus: hand over
Line 2: *stringō -ere strīnxī strictus*: bind tight, strip off, draw, unsheathe
viscera -um n. pl.: internal organs, bowels, heart, vitals
Line 3: *Sī qua fidēs*: supply *est tibi*: "If you trust me . . ."
doleō -ēre doluī dolitūrus: suffer pain, grieve, hurt
Line 4: Supply *vulnus*: "the wound that you will inflict upon yourself"

The whole concept of *matrona* would be an excellent "accompaniment" to this reading.



IS LOVE BLIND OR IS IT MARTIAL?

One of Martial's other absorptions is with physical infirmities of one sort or another. Is Martial excessively cruel here? Adopting a Martial-like approach, we perhaps should hope that this is not the same Thais *quae habet nigrōs dentēs.*

Thāida Quīntus amat. Quam Thāida? Thāida luscam.
Ūnum oculum Thāis nōn habet, ille duōs.

(III.viii)

Paul Distler, S.J., provides the following reading helps:[28]

Line 1: *Thāida:* Greek accusative singular of *Thais*, a girl's name
luscus a um: one-eyed
Line 2: *oculus ī* m: eye
ille = *Quintus*

By this time it should be apparent that the sources for these epigrams was the kind of textbook library that every Latin teacher has. If one looks carefully at the structures and the vocabulary of many of these epigrams, it can be ascertained that many are appropriate for use in the first year of study, although teaching "tradition" usually assigns a sparse number of Martial's poems to the third year or later.

Two authors have been interested in this epigram, interested enough to try their hands at poetic translation.

"Quintus loves Thais." "Which Thais?" "Thais,
girl with one eye."
Thais is lacking one eye; Quintus is
totally blind.
Translated by Rolfe Humphries[29]

Quintus loves Thais. Which? Thais, the blind.
As she wants one eye, he wants both, I find.
Anonymous[30]

It might prove interesting to have students study television, newspaper, and magazine ads to see how our society deals with the handicapped and the infirm.

The last of our women has to be Martial's ideal girl—to see what he uses in "measuring" the women he focuses upon.
Is she what you would expect?

Quālem, Flacce, velim quaeris nolimve puellam?
Nōlō nimis facilem difficilemque nimis.
Illud quod medium est atque inter utrumque probāmus:
Nec volō quod cruciat, nec volō quod satiat.

(I.lvii)

Edwin S. Ramage, who prepared mimeographed materials for his second year students at Indiana University, provides these notes.[31]

Line 1: *qualis quale*: what kind of; modifies *puellam*
qualem . . . velim . . . nolimve puellam: indirect question
quaero -ere quaesivi quaesitus: try to find out, seek
nolim: from *nolo = non volo*
Line 2: *nimis*: adverb, "too;" supply *puellam* with the adjectives
Line 3: *medium*: think about this adjective and find a good meaning for it
uterque utra que utrumque: both, each of two
Line 4: *quod cruciat . . quod satiat*: understand *illud* as antecedent
crucio I: torture
satio I: overfill, glut

MARTIAL'S KIND OF GIRL

Students whose language proficiency does not permit them to read this one of the epigrams might still appreciate learning his "criteria" for a girl of his own via a poetic translation.

What kind of girl, you ask, do I find most
easy to follow?
One not too easy to make, one not too
terribly coy.
Something halfway between the two extremes
I approve of –
Neither a tart nor a tease, Flaccus,
is what I enjoy.

Translated by Rolfe Humphries[32]

Overriding all presentations of all epigrams must be some understanding of what an epigram is and what satire is. One point the female Latin teacher must keep in mind—and make to her female students—is that, as Balsdon says, ". . . women cannot expect better treatment than is accorded to the rest of society . . . in the satirist's clever distortion. . . ."[33]

Conclusion

Martial can be explored for units on slaves, on education, on the professions—on any phase of life, but the purpose of this set of lessons is not to make Martial the only author read. These lessons are intended to demonstrate to the student as early as possible in his Latin career that the Romans were not always a stiff, unyielding people whose incredible inflected language was always used for sonorous and serious purposes. They are further intended to demonstrate to Latinists that we should be looking toward making one of our claims about the Romans and their writings remain true. Francis R.B. Godolphin put it this way: "An interesting indication of the range of Latin poetry can be seen in the changes of taste which placed the emphasis now on one author, now on another, as the readers' needs and interests changed."[34]

Now, what about Mediaeval Latin? In writing the lessons, just keep in mind Martial's advice, slightly altered from Rolfe Humphries' rendition:

Some so-so things, some bad, some good ones here,
And that's the way a lesson is made, old dear.

Notes

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3. Kevin Guinagh and Alfred P. Dorjahn, *Latin Literature in Translation* (New York: Longmans, Green and Co., 1942), p. 633.
4. Palmer Bovie, "Marcus Valerius Martialis," in *Martial, Selected Epigrams*, translated by Rolfe Humphries (Bloomington: Indiana University Press, 1963), pp. 17-18.
5. Nelson Brooks, "A Guest Editorial: Culture—A New Frontier," *Foreign Language Annals* 5,1 (October 1971): 54.
6. *Ibid.*, p. 57.
7. *Ibid.*, p. 55.
8. The Bacon quotation was used in the context of identification with the Romans by Paul MacKendrick in his book *The Mute Stones Speak* (New York: St. Martin's Press, 1960), p. 223.
9. Waldo E. Sweet, *Latin: A Structural Approach* (Ann Arbor: University of Michigan Press, 1957), p. 431.
10. Humphries, *op. cit.*
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15. Harry Reasoner, "Unforgettable Cardinal Cushing," *Readers' Digest* 103, No. 619 (November 1973): 118.
16. Janine Assa, *The Great Roman Ladies*, translated by Anne Hollander (New York: Grove Press, Inc., 1960), p. 5.
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18. *Ibid.*, pp. 14-15.
19. Sweet, *Latin: A Structural Approach*, p. 468.
20. Guinagh and Dorjahn, *op. cit.*, p. 636.
21. Humphries, *op. cit.*
22. Sweet, *Latin: A Structural Approach*, p. 432.
23. *Ibid.*, p. 477.
24. *Ibid.*
25. Humphries, *op. cit.*
26. Balsdon, *op. cit.*, p. 58.
27. Allan G. Gillingham and Mary A. Barrett, *Latin Our Living Heritage, Book III* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1964), p. 337.
28. Paul F. Distler, S.J., *Forward in Reading, Latin III* (Chicago: Loyola University Press, 1965), p. 282.
29. Humphries, *op. cit.*, p. 43.
30. Guinagh and Dorjahn, *op. cit.*, p. 631.
31. Edwin S. Ramage, *Second Year Readings in Latin* (Bloomington: Indiana University Department of Classical Studies, 1969), p. m-3 [Mimeograph].
32. Humphries, *op. cit.*
33. Balsdon, *op. cit.*, p. 16.
34. Francis R.B. Godolphin, editor, *The Latin Poets* (New York: Random House, The Modern Library, 1949), p. xv.

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